

# Year Two Long, Long Ago!



## Long,Long Ago! - Year Two

### Mathematics

#### Place Value

- Recap numbers to 20
- Count objects to 100
- Recognise tens and ones.
- Partition numbers
- Write numbers in words.
- Write numbers to 100 in expanded form.
- Use a number line/ 100 square.
- Estimate and find numbers.
- Compare numbers.
- Count in 2s, 5s and 10s
- Count in 3s

### Mathematics

#### Addition and Subtraction

- Number bonds to 10
- Fact families for addition and subtraction facts within 20
- Bonds to 100
- Add and subtract 1's.
- Add by making 10.
- Add 3 × 1-digit numbers
- Add to the next ten.
- Add across 10
- Subtract across 10
- Subtract from a ten
- Subtract 1 digit from a 2 digit.
- Add and subtract 2 × 2 digit not going over the tens boundary.
- Add and subtract 2 × 2 digit going over the tens boundary.

## Long,Long Ago! - Year Two

### Mathematics

#### Multiplication and Division

- Recognise and make equal groups.
- Use arrays.
- Make equal groups – grouping.
- Make equal groups – sharing.
- Use 2x table.
- Divide by 2
- Use the 5x table.
- Divide by 5
- Use the 10x table.
- Divide by 10

### Mathematics

## Long, Long Ago! - Year Two

### Word Reading

- 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.
- Read aloud books clearly matched to their phonic knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

- 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.
- Recognising simple recurring literary language in stories and poetry.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.
- Discussing their favourite words and phrases.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Answering and asking questions.

### Phonics

- Level 6a: Focus on reading and spelling words containing- 'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/
- Common Exception Words for spelling: door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four, eight, world, work, poor, great, break, steak.

## Long, Long Ago! - Year Two

### Writing Transcription

- Segment spoken words into phonemes and represent these by graphemes.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning how to spell common exception words.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules.
- Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Writing Composition

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and pupils.

### Writing Vocabulary, Grammar and Punctuation

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists.
- Learn how to use expanded noun phrases to describe and specify.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Learn how to use the grammar for Year 2.
- Learn how to use some features of written Standard English.
- Use and understand grammatical terminology in discussing their writing.

# Long,Long Ago! - Year Two

## Working Scientifically

- using their observations and ideas to suggest answers to questions

## Science

### Everyday Materials - Year One PoS

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple and physical properties

### Uses of Everyday Materials - Year Two PoS

- identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

## Seasonal Changes

- observe changes across the four seasons

## Long,Long Ago! - Year Two

### Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### Sparkle Skills

- We Imagine** - encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.  
-understand and challenging stereotypes
- We Explore** - encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'  
-understand and challenge how boys and girls are different

### Computing

- Not covering in this Learning Journey

## Long,Long Ago! - Year Two

### Design and 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

### Geography

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas
- 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
- use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage

### History

- changes within living memory. When appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally

## Long,Long Ago! - Year Two

### Music

- 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
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### Physical Education

- 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
- perform dances using simple movement patterns

### Religious Education

#### Expression of faith

- Places of worship - Mosque, Mandir, Church
- How do people of faith worship?
- Rituals.

#### Daily life of a Muslim

- Islam
- Worship
- Beliefs in practice

# Year Two Ice Worlds



## Ice Worlds - Year Two

### Mathematics

#### Shape

- Recognise 2d and 3d shapes.
- Understand the language of 2d shapes.
- Understand and use the language of 3d shapes.
- Draw 2d shapes.
- Understand the symmetry of shapes.
- Use the line of symmetry to complete shapes.
- Sort 2d and 3d shapes4count faces, edges and vertices on 3d shapes
- Make patterns with 2d and 3d shapes.

### Mathematics

#### Length and Height

- Measure in cm and m
- Compare and order lengths and heights
- Use the 4 operations with length and height

## Ice Worlds - Year Two

### Mathematics

#### Mass, Capacity and Temperature

- Compare mass, measure in gms and kg's.
- Use the 4 operations in mass.
- Compare volume and capacity.
- Measure in L and ML
- Use the 4 operations with volume and capacity.
- Read thermometers and understand how temperature is measured.
- Use a scaled and unscaled thermometer to measure temperature.

### Mathematics

## Ice Worlds- Year Two

### Word Reading

- 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.
- Reading words containing common suffixes.
- Read further common exception words.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

- 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.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Answering and asking questions.
- Participate in discussion about books, poems and other works that are read to them and those they can read by themselves, taking turns and listening to what others say.

### Phonics

- Level 6b: Focus on reading and spelling words containing- 'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'.
- Common Exception Words for spelling: busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, England, tongue, group, country, heart, dangerous.

## Ice Worlds - Year Two

### Writing Transcription

- Segment spoken words into phonemes and represent these by graphemes.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning how to spell common exception words.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules.
- Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

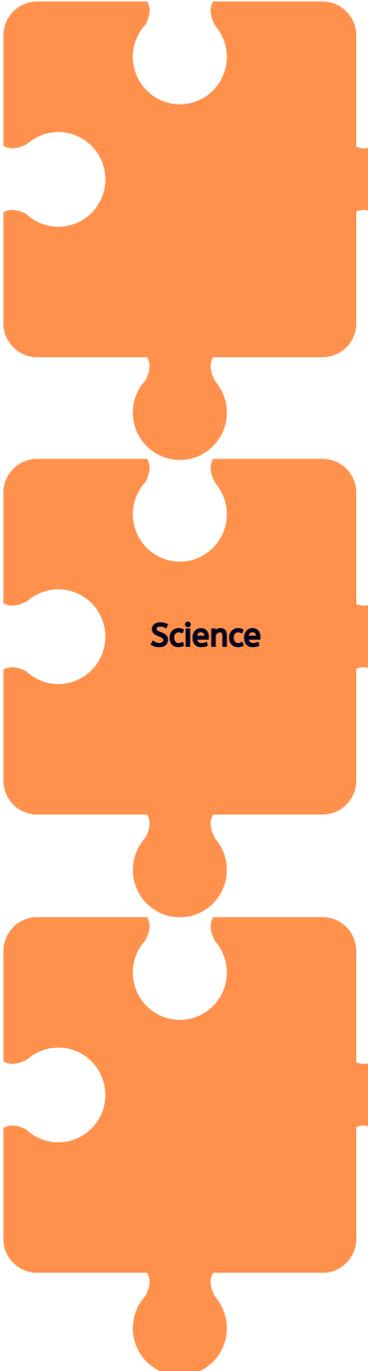
### Writing Composition

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and pupils.

### Writing Vocabulary, Grammar and Punctuation

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists.
- Learn how to use sentences with different forms: question.
- Learn how to use expanded noun phrases to describe and specify.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Learn how to use the grammar for Year 2.
- Learn how to use some features of written Standard English.
- Use and understand grammatical terminology in discussing their writing.

## Ice Worlds - Year Two



### Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- using their observations and ideas to suggest answers to questions

### Science

### Living Things and their Habitats

- explore and compare the differences between things that are living, dead and things that have never been alive

## Ice Worlds - Year Two

### Art and Design

- to use drawing and painting to develop and share their ideas, experiences and imagination

### Sparkle Skills

**?We Believe-** encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

- understanding privacy and secrets.

**We Care-** encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

- understanding safety rules of medicine

### Computing

- use technology safely and respectfully, keeping personal information private

## Ice Worlds - Year Two

### Design and Technology

- design purposeful, functional and appealing products
- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients
- evaluate their ideas

### Geography

- use aerial photographs and plan perspectives to recognise landmarks and human physical features

### History

- learn about events beyond living memory that are significant nationally or globally
- learn about the lives of significant individuals in the past who have contributed to national and international achievements

## Ice Worlds - Year Two

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

### Physical Education

- participate in team games

### Religious Education

#### Religious ideas

- Leaders in religions
- Leaders in daily life
- Leadership skills

#### Religious symbols and artefacts

- Easter story
- Symbols of Easter
- Artefacts associated with Easter

**Year Two**  
**Wild and Wonderful**



## Wild and Wonderful - Year Two

### Mathematics

#### Money

- Recognise and count money in £ and p
- Choose notes and coins.
- Make the same amount using £ and p.
- Compare amounts of money
- Calculate with money.
- Make £1.00 different ways.
- Find change.
- Reason and problem solve with money.

### Mathematics

#### Fractions

- Make equal parts of shape.
- Find and recognise  $\frac{1}{2}$  of shape and number.
- Find and recognise  $\frac{1}{4}$  of shape and number.
- Find and recognise  $\frac{1}{3}$  of shape and number.
- Use non unit fractions.
- Find and recognise equivalent fractions  $\frac{1}{2} = \frac{2}{4}$
- Count in fractions of number and convert.

## Wild and Wonderful - Year Two

### Mathematics

#### Time

- Tell the time to the hour,  $\frac{1}{2}$  hour, quarter past and quarter to.
- Tell the time in 5 mins.
- Write time, hours days.
- Find and compare durations of time.

### Mathematics

#### Statistics

- Make tally charts.
- Draw and interpret pictograms.
- Understand data can be recorded in different ways.
- Use and make block diagrams.

## Wild and Wonderful- Year Two

### Word Reading

- 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.
- Reading words containing common suffixes.
- Read further common exception words.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Re-read these books to build up their fluency and confidence in word reading.

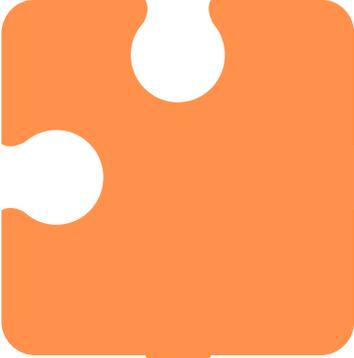
### Reading Comprehension

- 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 and clarifying the meaning of words, linking new meaning to known vocabulary.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Make 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.

### Phonics

- Level 6c: Focus on reading and spelling words containing- 'war' saying /wor/ 'wor' saying /wur/ 'wa' saying /wo/ 'qua' saying /quo/ 's' saying /zh/ 'tion'
- Common Exception Words for spelling: special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, touch, straight, caught, daughter, journey, area, heard, early.

# Wild and Wonderful - Year Two



**Working Scientifically**

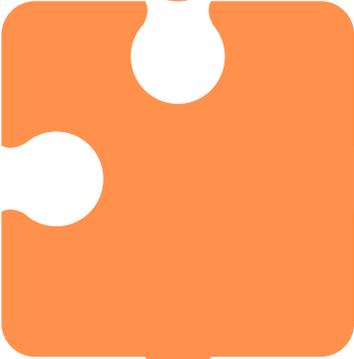
- ???



**Science**

**Animals, including Humans**

- ???



**Everyday Materials**

- ???

## Wild and Wonderful - Year Two

### Art and Design

- ???

### Sparkle Skills

**?We Care (about our world and the people we share it with)** - encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

- understanding teasing and bullying and what to do if you are worried.

**We Belong**- encourage children to feel connected and to recognise the different places and groups where they belong.

- exploring change and how change can make us feel

### Computing

- ???

# Wild and Wonderful - Year Two

**Design and  
Technology**

- ????

**Geography**

- ???

**History**

- ????

## Wild and Wonderful- Year Two

### Music

- ???

### Physical Education

- ????

### Religious Education

#### Religious Symbols/Artefacts

- Islam symbols
- Islam artefacts

#### Social Action- Putting beliefs into action

- Charity work
- Links within faith communities
- Actioning beliefs

A photograph of a forest path. The path is a narrow, dirt trail that leads from the foreground into the distance, flanked by dense green foliage and tall, slender trees. Sunlight filters through the canopy, creating a bright, hazy atmosphere. The text "Year Two Wonderful Woodland" is overlaid in the upper center of the image.

**Year Two  
Wonderful Woodland**

## Wonderful Woodland - Year Two

### Mathematics

#### Place Value

- Recap numbers to 20
- Count objects to 100
- Recognise tens and ones.
- Partition numbers
- Write numbers in words.
- Write numbers to 100 in expanded form.
- Use a number line/ 100 square.
- Estimate and find numbers.
- Compare numbers.
- Count in 2s, 5s and 10s
- Count in 3s

### Mathematics

#### Addition and Subtraction

- Number bonds to 10
- Fact families for addition and subtraction facts within 20
- Bonds to 100
- Add and subtract 1's.
- Add by making 10.
- Add 3 × 1-digit numbers
- Add to the next ten.
- Add across 10
- Subtract across 10
- Subtract from a ten
- Subtract 1 digit from a 2 digit.
- Add and subtract 2 × 2 digit not going over the tens boundary.
- Add and subtract 2 × 2 digit going over the tens boundary.

## Long,Long Ago! Wonderful Woodland - Year Two

### Mathematics

#### Multiplication and Division

- Recognise and make equal groups.
- Use arrays.
- Make equal groups – grouping.
- Make equal groups – sharing.
- Use 2x table.
- Divide by 2
- Use the 5x table.
- Divide by 5
- Use the 10x table.
- Divide by 10

### Mathematics

## Long, Long Ago! - Year Two

### Word Reading

- 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 further common exception words.
- Read aloud books clearly matched to their phonic knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

- 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.
- Recognising simple recurring literary language in stories and poetry.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.

### Phonics

- Level 6a: Focus on reading and spelling words containing- 'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/
- Common Exception Words for spelling: door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four, eight, world, work, poor, great, break, steak.

## Wonderful Woodlands - Year Two

### Writing Transcription

- Segment spoken words into phonemes and represent these by graphemes.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning how to spell common exception words.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules.
- Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Writing Composition

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and pupils.

### Writing Vocabulary, Grammar and Punctuation

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks and commas for lists.
- Learn how to use expanded noun phrases to describe and specify.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Learn how to use the grammar for Year 2.
- Learn how to use some features of written Standard English.
- Use and understand grammatical terminology in discussing their writing.

## Wonderful Woodland - Year Two

### Working Scientifically

- identifying and classifying

### Science

#### Plants - Year One PoS

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

#### Plants - Year Two PoS

- 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

## Wonderful Woodland - Year Two

### Art and Design

- ???

### Sparkle Skills

- **?We Imagine** - encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.
  - understand and challenging stereotypes
- **We Explore** - encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'
  - understand and challenge how boys and girls are different

### Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Wonderful Woodland - Year Two

### Design and Technology

- communicate their ideas through talking, drawing and templates
- build structures

### Geography

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
- use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop

### History

- to understand changes within living memory. Where appropriate these should be used to reveal aspects of change in national life

## Wonderful Woodland- Year Two

### Music

- experiment with, create, select and combine sounds using the inter-related dimensions of music

### Physical Education

- 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

### Religious Education

#### Expression of faith

- Places of worship-Mosque, Mandir, Church
- How do people of faith worship?
- Rituals.

#### Daily life of a Muslim

- Islam
- Worship
- Beliefs in practice

# Year Two On the Move



## On the Move - Year Two

### Mathematics

#### Shape

- Recognise 2d and 3d shapes.
- Understand the language of 2d shapes.
- Understand and use the language of 3d shapes.
- Draw 2d shapes.
- Understand the symmetry of shapes.
- Use the line of symmetry to complete shapes.
- Sort 2d and 3d shapes4count faces, edges and vertices on 3d shapes
- Make patterns with 2d and 3d shapes.

### Mathematics

#### Length and Height

- Measure in cm and m
- Compare and order lengths and heights
- Use the 4 operations with length and height

## On the Move - Year Two

### Mathematics

#### Mass, Capacity and Temperature

- Compare mass, measure in gms and kg's.
- Use the 4 operations in mass.
- Compare volume and capacity.
- Measure in L and ML
- Use the 4 operations with volume and capacity.
- Read thermometers and understand how temperature is measured.
- Use a scaled and unscaled thermometer to measure temperature.

### Mathematics

## On the Move- Year Two

### Word Reading

- 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.
- Reading words containing common suffixes.
- Read further common exception words.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

- 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.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.

### Phonics

- Level 6b: Focus on reading and spelling words containing- 'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'.
- Common Exception Words for spelling: busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, England, tongue, group, country, heart, dangerous.

## On the Move - Year Two

### Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- performing simple tests
- using their observations and ideas to suggest answers to questions

Science

## On the Move - Year Two

### Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Matisse ... Picasso

### Sparkle Skills

**We Believe**- encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

- understanding privacy and secrets.

**We Care**- encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

- understanding safety rules of medicine

### Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.
- 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

## On the Move - Year Two

### Design and Technology

- build structures, exploring how they can be made stronger, stiffer and more stable

### Geography

- name and locate the world's seven continents
- 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
- use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to key human features, including town and village
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents
- use simple compass directions (North, South, East and West)

### History

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- know about event beyond living memory that are significant nationally or globally ( for example, the first aeroplane flight
- know about the lives of significant individuals in the past who have contributed to national and international achievement
-

## On the Move - Year Two

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tunes and untuned instruments musically

### Physical Education

- 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
- participate in team games, developing simple tactics for attacking and defending

### Religious Education

#### Religious Ideas

- Leaders in religions
- Leaders in daily life
- Leadership skills

#### Religious symbols and artefacts

- Easter story
- Symbols of Easter
- Artefacts associated with Easter

**Year Two  
Far, Far Away!**



## Far, Far Away! - Year Two

### Mathematics

#### Money

- Recognise and count money in £ and p4choose notes and coins.
- Make the same amount using £ and p.
- Compare amounts of money
- Calculate with money.
- Make £1.00 different ways.
- Find change.
- Reason and problem solve with money.

### Mathematics

#### Fractions

- Make equal parts of shape.
- Find and recognise  $\frac{1}{2}$  of shape and number.
- Find and recognise  $\frac{1}{4}$  of shape and number.
- Find and recognise  $\frac{1}{3}$  of shape and number.
- Use non unit fractions.
- Find and recognise equivalent fractions  $\frac{1}{2} = \frac{2}{4}$
- Count in fractions of number and convert.

## Far, Far Away! - Year Two

### Mathematics

#### Time

- Tell the time to the hour,  $\frac{1}{2}$  hour, quarter past and quarter to.
- Tell the time in 5 mins.
- Write time, hours days.
- Find and compare durations of time.

### Mathematics

#### Statistics

- Make tally charts.
- Draw and interpret pictograms.
- Understand data can be recorded in different ways.
- Use and make block diagrams.

## Far, Far Away- Year Two

### Word Reading

- 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.
- Reading words containing common suffixes.
- Read further common exception words.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

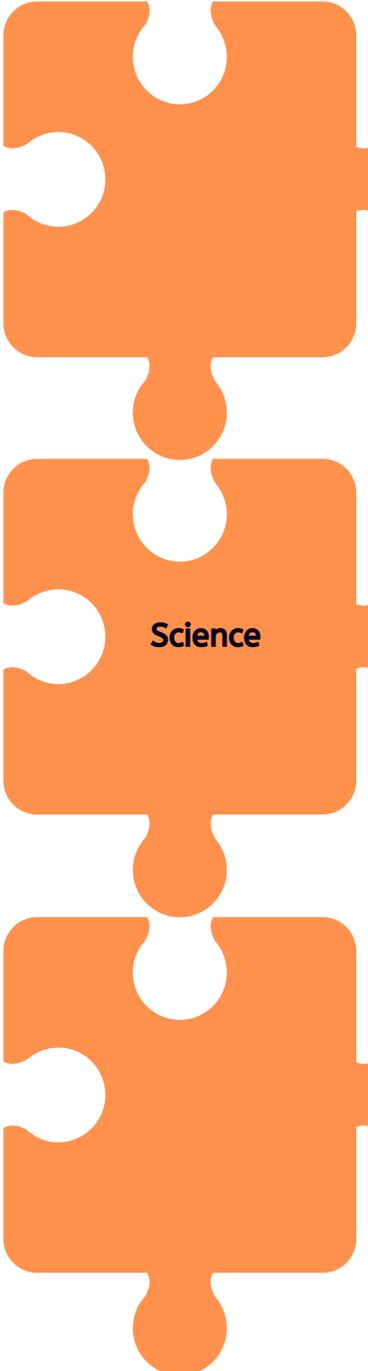
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Make 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.

### Phonics

- Level 6c: Focus on reading and spelling words containing- 'war' saying /wor/ 'wor' saying /wur/ 'wa' saying /wo/ 'qua' saying /quo/ 's' saying /zh/ 'tion'

Common Exception Words for spelling: special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, touch, straight, caught, daughter, journey, area, heard, early.

## Far, Far Away! - Year Two



### Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

### Science

### Animals, including Humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Everyday Materials

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

## Far, Far Away! - Year Two

### Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Hokusai

### Sparkle Skills

We Care (about our world and the people we share it with) - encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

- understanding teasing and bullying and what to do if you are worried.

We Belong- encourage children to feel connected and to recognise the different places and groups where they belong.

-exploring change and how change can make us feel

### Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Far, Far Away! - Year Two

### Design and Technology

- select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)

### Geography

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- use basic geographical vocabulary to refer to key physical features, including sea and ocean
- use basic geographical vocabulary to refer to key human features, including city, town, village and house
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

### History

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- know about event beyond living memory that are significant nationally or globally ( for example, the first aeroplane flight or events commemorated through festivals or anniversaries)
- significant historical events, people and places in their own locality

## Far, Far Away! - Year Two

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tunes and untuned instruments musically
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### Physical Education

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### Religious Education

#### Religious Symbols/Artefacts

- Islam symbols
- Islam artefacts

#### Social Action- Putting beliefs into action

- Charity work
- Links within faith communities
- Actioning beliefs

# Year Two

## The Big Blue



# The Big Blue - Year Two

## Mathematics

### Place Value

- Recap numbers to 20
- Count objects to 100
- Recognise tens and ones.
- Partition numbers
- Write numbers in words.
- Write numbers to 100 in expanded form.
- Use a number line/ 100 square.
- Estimate and find numbers.
- Compare numbers.
- Count in 2s, 5s and 10s
- Count in 3s

## Mathematics

### Addition and Subtraction

- Number bonds to 10
- Fact families for addition and subtraction facts within 20
- Bonds to 100
- Add and subtract 1's.
- Add by making 10.
- Add 3 × 1-digit numbers
- Add to the next ten.
- Add across 10
- Subtract across 10
- Subtract from a ten
- Subtract 1 digit from a 2 digit.
- Add and subtract 2 × 2 digit not going over the tens boundary.
- Add and subtract 2 × 2 digit going over the tens boundary.

# The Big Blue - Year Two

## Mathematics

### Multiplication and Division

- Recognise and make equal groups.
- Use arrays.
- Make equal groups – grouping.
- Make equal groups – sharing.
- Use 2x table.
- Divide by 2
- Use the 5x table.
- Divide by 5
- Use the 10x table.
- Divide by 10

## Mathematics

## The Big Blue - Year Two

### Word Reading

- 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 further common exception words.
- Read aloud books clearly matched to their phonic knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

- 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.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.
- Discussing their favourite words and phrases.
- 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.

### Phonics

- Level 6a: Focus on reading and spelling words containing- 'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/
- Common Exception Words for spelling: door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four, eight, world, work, poor, great, break, steak.

## The Big Blue - Year Two

### Writing Transcription

- Segment spoken words into phonemes and represent these by graphemes.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning how to spell common exception words.
- Distinguishing between homophones and near homophones.
- Learning to spell more words with contracted forms.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules.
- Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

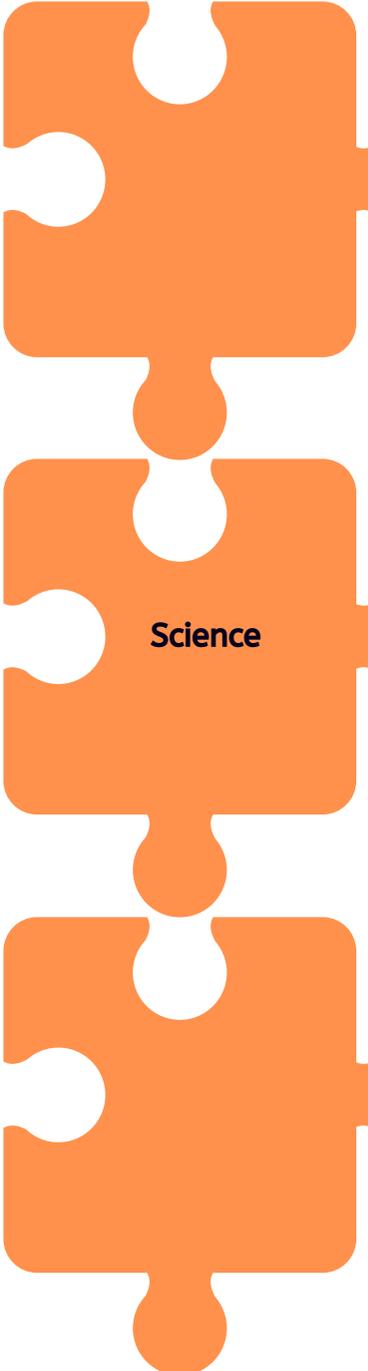
### Writing Composition

- Writing about real events and for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and pupils.
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

### Writing Vocabulary, Grammar and Punctuation

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms.
- Learn how to use expanded noun phrases to describe and specify.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Learn how to use co-ordination (using or, and, but).
- Learn how to use the grammar for Year 2.
- Learn how to use some features of written Standard English.
- Use and understand grammatical terminology in discussing their writing.

# The Big Blue - Year Two



## Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering question

## Science

### Animals, including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

### Everyday Materials

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- describe the simple physical properties of a variety of everyday materials

### Seasonal Changes

- observe the changes across the four seasons

## The Big Blue - Year Two

### Art and Design

- to use a range of materials creatively to design and make products

### Sparkle Skills

- We Imagine** - encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.  
-understand and challenging stereotypes
- We Explore** - encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'  
-understand and challenge how boys and girls are different

### Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

## The Big Blue - Year Two

### Design and Technology

- understand where food comes from

### Geography

- name and locate the world's five oceans
- identify seasonal and daily weather patterns in the United Kingdom
- use world maps, atlases and globes to identify the United Kingdom and its oceans.

### History

- Not covering in this Learning Journey

# The Big Blue - Year Two

## Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

## Physical Education

- 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
- participate in team games, applying simple tactics for attacking and defending
- perform dances using simple movement patterns

## Religious Education

### Expression of faith

- Places of worship-Mosque, Mandir, Church
- How do people of faith worship?
- Rituals.

### Daily life of a Muslim

- Islam
- Worship
- Beliefs in practice

A vibrant, sun-dappled rainforest scene. A small stream flows over mossy rocks in the center, surrounded by dense green foliage and tall trees. Sunlight filters through the canopy, creating a bright, ethereal atmosphere. The text "Year Two Rainforest Riches" is centered in white.

**Year Two  
Rainforest Riches**

## Rainforest Riches - Year Two

### Mathematics

#### Shape

- Recognise 2d and 3d shapes.
- Understand the language of 2d shapes.
- Understand and use the language of 3d shapes.
- Draw 2d shapes.
- Understand the symmetry of shapes.
- Use the line of symmetry to complete shapes.
- Sort 2d and 3d shapes4count faces, edges and vertices on 3d shapes
- Make patterns with 2d and 3d shapes.

### Mathematics

#### Length and Height

- Measure in cm and m
- Compare and order lengths and heights
- Use the 4 operations with length and height

## Rainforest Riches - Year Two

### Mathematics

#### Mass, Capacity and Temperature

- Compare mass, measure in gms and kg's.
- Use the 4 operations in mass.
- Compare volume and capacity.
- Measure in L and ML
- Use the 4 operations with volume and capacity.
- Read thermometers and understand how temperature is measured.
- Use a scaled and unscaled thermometer to measure temperature.

### Mathematics

## Rainforest Riches- Year Two

### Word Reading

- 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.
- Reading words containing common suffixes.
- Read further common exception words.
- Re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension

- 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.
- Recognising simple recurring literary language in stories and poetry.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meaning 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.
- Answering and asking questions.

### Phonics

- Level 6b: Focus on reading and spelling words containing- 'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'.
- Common Exception Words for spelling: busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, England, tongue, group, country, heart, dangerous.

# Rainforest Rescue - Year Two

A large orange puzzle piece graphic on the left side of the page, with three pieces stacked vertically. The middle piece is labeled 'Science'.

## Working Scientifically

- Not covered in this Learning Journey

## Science

### Animals, including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

### Living Things and their Habitats (Year Two PoS)

- 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 micro-habitats

### Seasonal Changes

- observe the changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

## Rainforest Rescue - Year Two

### Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Henri Rousseau ... Lu Keplar ... Doug Eaton

### Sparkle Skills

?We Believe- encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

- understanding privacy and secrets.

We Care- encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

- understanding safety rules of medicine

### Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support where they have concerns about content or contact on the internet or other online technologies

## Rainforest Rescue - Year Two

### Design and Technology

- design purposeful, 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
- 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

### Geography

- name and locate the world's seven continents
- 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 key physical features, including forest
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, countries, continents and oceans studied at this Key Stage
- use aerial photographs and plan perspectives to recognise landmarks and basis human an physical features; devise a simple map; and use and construct basic symbols in a key

### History

- Not covering in this Learning Journey

## Rainforest Rescue - Year Two

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### Physical Education

- 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
- perform dances using simple movement patterns

### Religious Education

#### Religious Ideas

- Leaders in religions
- Leaders in daily life
- Leadership skills

#### Religious symbols and artefacts

- Easter story
- Symbols of Easter
- Artefacts associated with Easter

# Year Two Lovely London



## Lovely London - Year Two

### Mathematics

#### Money

- Recognise and count money in £ and p
- Choose notes and coins.
- Make the same amount using £ and p.
- Compare amounts of money
- Calculate with money.
- Make £1.00 different ways.
- Find change.
- Reason and problem solve with money.

### Mathematics

#### Fractions

- Make equal parts of shape.
- Find and recognise  $\frac{1}{2}$  of shape and number.
- Find and recognise  $\frac{1}{4}$  of shape and number.
- Find and recognise  $\frac{1}{3}$  of shape and number.
- Use non unit fractions.
- Find and recognise equivalent fractions  $\frac{1}{2} = \frac{2}{4}$
- Count in fractions of number and convert.

## Lovely London - Year Two

### Mathematics

#### Time

- Tell the time to the hour,  $\frac{1}{2}$  hour, quarter past and quarter to.
- Tell the time in 5 mins.
- Write time, hours days.
- Find and compare durations of time.

### Mathematics

#### Statistics

- Make tally charts.
- Draw and interpret pictograms.
- Understand data can be recorded in different ways.
- Use and make block diagrams.

## Lovely London- Year Two

### Word Reading

- 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.
- Reading words containing common suffixes.
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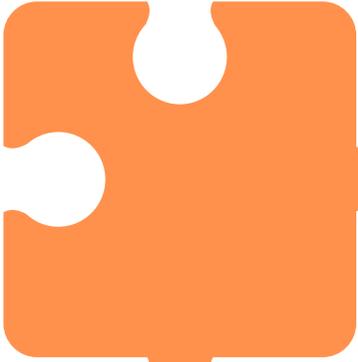
### Reading Comprehension

- 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 and clarifying the meaning of words, linking new meaning to known vocabulary.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Make 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.

### Phonics

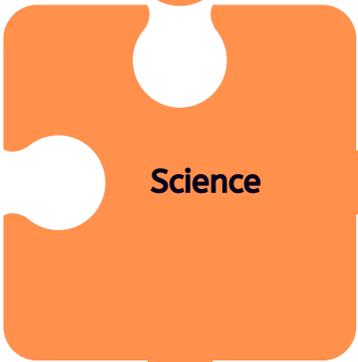
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- Common Exception Words for spelling: special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, touch, straight, caught, daughter, journey, area, heard, early.

## Lovely London - Year Two



### Working Scientifically

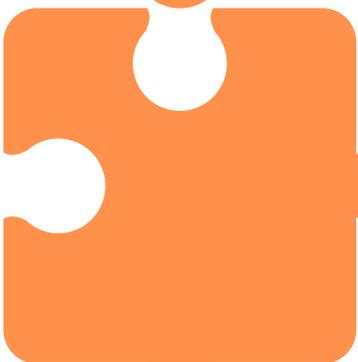
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- using their observations and ideas to suggest answers to questions



### Science

#### Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees



### Seasonal Changes

- observe the changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

## Lovely London - Year Two

### Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Andy Warhol

### Sparkle Skills

?We Care (about our world and the people we share it with) - encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

- understanding teasing and bullying and what to do if you are worried.

We Belong- encourage children to feel connected and to recognise the different places and groups where they belong.

-exploring change and how change can make us feel

### Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support where they have concerns about content or contact on the internet or other online technologies

## Lovely London - Year Two

### Design and Technology

- 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)
- use the basic principles of a healthy and varied diet

### Geography

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### History

- learn about the lives of significant individuals in the past who have contributed to national and international achievements
- understand significant historical events, people and places in their own locality

## Lovely London - Year Two

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### Physical Education

- 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
- participate in team games, developing tactics for attacking and defending

### Religious Education

#### Religious Symbols/Artefacts

- Islam symbols
- Islam artefacts

#### Social Action- Putting beliefs into action

- Charity work
- Links within faith communities
- Actioning beliefs