

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>Science</b>	<p><b>Working Scientifically</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul> <p><b>On-going across year : Science Seasonal Changes</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ observe changes across the four seasons</li> <li>▪ observe and describe weather associated with the seasons and how day length varies.</li> </ul>		
	<p><b>Using Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Electricity can be used to make things light up, heat up, produce sounds or move.</li> <li>• Some appliances use mains electricity and some use a battery to supply the electricity.</li> </ul> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>• There are many different sources of light</li> <li>• The sun is source of light and heat. This will give us our warm days.</li> <li>• Light from the sun can be dangerous and there are ways to protect our eyes</li> </ul> <p><b>Investigations: Mr Grinling problems</b> Group and classify what sources of light use battery and which use mains power supply. Why is the lighthouse source of light so important? Investigate if it was a different source of light being used. – Fair testing and Observation</p> <p><b>Eco Project</b> – Energy switch off – How can we save energy in our home and school? Get Mr Grinling in – Visitor</p>	<p><b>Everyday Materials Y1</b></p> <ul style="list-style-type: none"> <li>• Distinguish between and object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>Y2 <b>Sorting and grouping Materials</b></p> <ul style="list-style-type: none"> <li>▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>Rising Stars Units Material Monster (Y2) and Healthy Me (Y2)</p> <p><b>Investigations</b> Making a coat/swim suit or something related to topic? –</p>	<p><b>Living things in their Habitats Y2</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>▪ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Growing Plants Y1</b></p> <ul style="list-style-type: none"> <li>▪ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>▪ Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Variation Y2</b></p> <ul style="list-style-type: none"> <li>▪ Observe and describe how seeds and bulbs grow into mature plants</li> <li>▪ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Rising Stars Units Mini Worlds (Y2) and Young Gardeners (Y2) Rising Stars Units Little Masterchef (Y2) and Celebrations (Y1)</p>

## Long Term Learning Journey - Map A Year 1&2

	<p>Shoreham Lighthouse visit</p>	<p>Fair testing Identify a range of materials and sort them into groups – Rising stars – Meet the Materials Monster</p> <p><u>Eco Project</u> – Look at a range of materials, how can they be recycled? Can we up cycle any of them?</p> <p>Wastebusters - Website Recycling team to visit Science Week – Forest schools</p>	<p><u>Investigations</u> Watch caterpillars change to butterflies – national programme (Butterfly count) - Observation Sorting and classifying – Seeds Conditions of plants? – Fair testing Growing grass heads Create own mini-beast habitat Snail investigation – Can they smell? Where in the school grounds are you more likely to find snails?</p> <p><u>Eco Project</u> – Bio Diversity ‘we need insects’ use the secret woodland and bug hotel</p>
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	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>Art</b>	<p><b>Individual Artist Study: Carroll Thayer Berry</b> <b>Printing Colour &amp; Texture</b> <b>(lighthouse printing)</b></p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p> <p><b>Individual Artist Study: Jean Guichard</b> <b>Photography Tone &amp; line</b> <b>(Lighting lighthouse models from different angles to create different tones and shades)</b></p> <p>Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with</p>	<p><b>Individual Craft &amp; Design Study:</b> <b>Sculpture Form &amp; Texture</b> <b>Clay Tiles to decorate buildings</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p> <p><b>Individual Artist Study: Adam Regester</b> <b>Drawing Tone and Line</b> <b>(line sketches of Royal Pavilion Brighton)</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, patterns, light/dark shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying Exploration: How does an artist advertise and sell their products.</p>	<p><b>Individual Creative Study</b> <b>Drawing Shape colour symmetry</b> <b>(Butterflies)</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p> <p><b>Individual Creative Study:</b> <b>The Amazing Trail of Seymour Snail by Lynn E. Hazen, Doug Cushman</b> <b>Painting &amp; Printing Shape &amp; pattern</b> <b>(Spiral snails and leaf prints)</b></p> <p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties</p> <p><u>Colour</u> Identify primary colours by name Mix primary shades and tones</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p>

## Long Term Learning Journey - Map A Year 1&2

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>DT</b>	<p><b><u>Mechanisms</u></b> Pupils will investigate working pulleys, lighthouse keeper, wind up basket &amp; explore Construction kits.</p> <p><b>Technical Knowledge</b> Pupils will learn about the movement of simple mechanisms such as levers, sliders, wheels and axles</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Say whether their products are for themselves or other users.</li> <li>• Say how they will make their products suitable for their intended users</li> <li>• Model ideas by exploring materials, components and construction kits and by making templates and mockups</li> </ul> <p><b>Make</b> Planning plan by suggesting what to do next.</p> <ul style="list-style-type: none"> <li>• Practical skills and techniques follow procedures for safety and hygiene</li> <li>• Select from and use a range of materials and components, including construction materials and kits, and mechanical components</li> <li>• Assemble, join and combine materials and components.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Suggest how their products could be improved</li> </ul> <p>Analyse existing products and explore-</p> <ul style="list-style-type: none"> <li>• Who products are for</li> <li>• How products are used</li> </ul>	<p><b><u>Textiles</u></b> Pupils will make different window designs through the ages</p> <p><b>Technical Knowledge</b> Pupils will learn that a 3-D textiles product can be assembled from two identical fabric shapes.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Use simple design criteria to help develop their ideas</li> </ul> <p>Generating, developing, modelling and communicating ideas generate ideas by drawing on their own experiences</p> <ul style="list-style-type: none"> <li>• Develop and communicate ideas by talking and drawing</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from a range of tools and equipment, explaining their choices.</li> <li>• Practical skills and techniques follow procedures for safety and hygiene. <ul style="list-style-type: none"> <li>• Select from and use a range of materials and components, including textiles.</li> </ul> </li> <li>• Measure, mark out, cut and shape materials and components</li> <li>• Use finishing techniques, including those from art.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Suggest how their products could be improved</li> </ul> <p>Analyse existing products and explore-</p> <ul style="list-style-type: none"> <li>• Where products might be used</li> <li>• What materials products are made from</li> </ul>	<p><b><u>Structures</u></b> Pupils will build their own insect trap or Design and make new insect species &amp; explore Construction kits</p> <p><b>Technical Knowledge</b> Pupils will learn how freestanding structures can be made stronger, stiffer and more stable</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• State what products they are designing and making</li> <li>• Say how their products will work</li> <li>• Use knowledge of existing products to help come up with ideas</li> <li>• Describe what their products are for</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from a range of materials and components according to their characteristics.</li> <li>• Practical skills and techniques follow procedures for safety and hygiene.</li> <li>• Select from and use a range of materials and components.</li> <li>• Measure, mark out, cut and shape materials and components.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Make simple judgements about their products and ideas against design criteria</li> </ul> <p>Analyse existing products and explore-</p> <ul style="list-style-type: none"> <li>• What products are for</li> <li>• How products work</li> </ul>

**Long Term Learning Journey - Map A  
Year 1&2**

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>Food Technology</b>	<p><u>Yr 1 Food: Eat well plate Sandwiches.</u> <u>Technical skill: Spreading and cutting</u></p> <p><u>Yr 2 Food: Harvest Festival – vegetable soup</u> <u>Technical skill: Dicing, slicing, crushing (garlic)</u></p> <p><b><u>Food and Nutrition</u></b> Pupils will learn</p> <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in the eat well plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> </ul>	<p><u>Yr 1 Food: Cheese straws</u> <u>Technical skill: Grating and Rolling</u></p> <p><u>Yr 2 Food: potato cakes.</u> <u>Technical skill: Peeling and chopping.</u></p> <p><b><u>Food and Nutrition</u></b> Pupils will learn where food comes from-</p> <ul style="list-style-type: none"> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> </ul>	<p><u>Yr 1 Food: Flies in Amber Jelly</u> <u>Technical skill: Peeling</u></p> <p><u>Yr 2 Food: Creepy Cakes</u> <u>Technical skill: Whisking, folding,</u></p> <p><b><u>Food and Nutrition</u></b> Pupils will learn where food comes from-</p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> </ul>

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>History</b>	<p>Key historical skills for KS1:</p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>- To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>- To be able to use a wide vocabulary of everyday historical terms.</li> <li>- To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>		
	<p><b>Edison significant individual in history</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Great Fire of London (significant event)</b></p> <ul style="list-style-type: none"> <li>• 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]</li> </ul> <p><b>Significant historical figures and events:</b></p> <ul style="list-style-type: none"> <li>• Thomas Edison</li> <li>• The Great Fire of London &amp; Samuel Pepys.</li> <li>• Guy Fawkes, his Gunpowder plot, and how it led to the annual celebration of Bonfire Night.</li> </ul>	<p><b>Queen Victoria significant individual in history</b> <b>Florence Nightingale significant individual in history</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>King George IV and the Royal Pavilion.</b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul> <p>Any other significant figures represented through the key text – A Street Through Time</p> <p><b>A Street Through Time to be used as a way of revealing...</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Charles Darwin significant individual in history</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>Geography</b>	<p><b>The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Key Stage 1-</b></p> <ul style="list-style-type: none"> <li>▪ <b>Skills &amp; Fieldwork:</b> 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</li> <li>▪ <b>Key vocabulary that all children must learn and be able to apply in work done on the objectives mapped out for Key Stage 1-</b></li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		
		<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ name and locate the world's seven continents and five oceans</li> </ul> <p><b>Perhaps based on London:</b></p> <p><b>Skills &amp; Fieldwork:</b></p> <ul style="list-style-type: none"> <li>▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul> <p><b>Based on map work above-</b></p> <p><b>Skills &amp; Fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p>This term should be used to revise the atlas skills and locational knowledge work done in the Spring Term to ensure that all children have a secure knowledge and understanding of these areas. If the children are confident in these areas, then objectives for Year B could be started.</p>

	Switched On	A Street Through Time	Creepers and Crawlers
<b>Music</b>	<p><u>Our School (Year 1)</u> <b>Exploring sounds</b> <b>Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring different sound sources and materials</li> <li>• Analysing the dynamics and duration of sounds around the school</li> <li>• Exploring these elements/dimensions on instruments</li> <li>• Creating two contrasting textures</li> <li>• Singing a song</li> <li>• Interpreting sounds and exploring instruments</li> <li>• Creating a soundscape as part of a song performance</li> </ul> <p><u>Our land (Year 2)</u> <b>Exploring sounds</b> <b>Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring timbre and texture to understand how sounds can be descriptive</li> <li>• Matching sounds to images</li> <li>• Creating and performing descriptive instrumental music inspired by British myths and legends</li> <li>• Listening to and identifying contrasting sections of descriptive music</li> <li>• Matching descriptive sounds to images</li> <li>• Identifying ways of producing sounds</li> <li>• Listening to, and evaluating composition;</li> <li>• Rehearsing and refining to develop a performance</li> </ul> <p><u>Machines (Year 1)</u> <b>Beat</b> <b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Playing and maintaining a steady beat</li> <li>• Sequencing sounds</li> <li>• Playing to a steady beat</li> <li>• Playing at different speeds (tempi)</li> <li>• Playing to a steady beat</li> <li>• Controlling changes in speed (tempi)</li> </ul> <p><u>Toys (Year 2)</u> <b>Beat</b> <b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Keeping a steady beat at different speeds (tempi)</li> <li>• Marking beats within a four-beat metre</li> <li>• Developing a sense of steady beat through chant, actions and instruments</li> <li>• Marking beats within a four-beat metre</li> <li>• Performing a steady beat</li> <li>• Changing tempo</li> <li>• Responding to images</li> </ul>	<p><u>Storytime (Year 1)</u> <b>Exploring sounds</b> <b>English</b></p> <ul style="list-style-type: none"> <li>• Discussing basic musical terms – fast, slow, loud, quiet</li> <li>• Understanding how music can tell a story</li> <li>• Performing with concentration</li> <li>• Playing fast, slow, loud and quiet</li> <li>• Creating music that matches an event in a story</li> <li>• Rehearsing and performing with others</li> <li>• Learning new songs and chants</li> </ul> <p><u>Storytime (Year 2)</u> <b>Exploring sounds</b> <b>English</b></p> <ul style="list-style-type: none"> <li>• Combining sounds to create a musical effect</li> <li>• Understanding how music, dance and drama can combine in storytelling</li> <li>• Exploring voices to create descriptive musical effects</li> <li>• Creating and matching descriptive sounds made with the voice</li> <li>• Combining sounds to create a musical effect</li> <li>• Performing to an audience</li> </ul> <p><u>Weather (Year 1)</u> <b>Exploring sounds</b> <b>Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments</li> <li>• Improvising descriptive music</li> <li>• Controlling duration and dynamics using voices, body percussion and instruments</li> <li>• Identifying a sequence of sounds (structure) in a piece of music</li> <li>• Responding to music through movement</li> </ul> <p><u>Weather (Year 2)</u> <b>Exploring Sound</b> <b>Geography</b></p> <ul style="list-style-type: none"> <li>• Performing a rhythmic chant and playing an independent rhythm pattern to accompany it</li> <li>• Listening in detail to a piece of orchestral music</li> <li>• Performing an updated version of a traditional nursery rhyme with a rap section included</li> <li>• Accompanying a song with three different repeated word patterns</li> <li>• Composing music to illustrate a story</li> </ul>	<p><u>Pattern (Year 1)</u> <b>Beat</b> <b>Maths</b></p> <ul style="list-style-type: none"> <li>• Marking a steady beat with voices and body percussion</li> <li>• Counting a steady beat in patterns of 2, 3 and 4 beats (metre)</li> <li>• Performing a steady beat in patterns of 2, 3 and 4 beats</li> <li>• Exploring different ways to emphasise the first beat in a repeating pattern or metre</li> <li>• Identifying metre by recognising its pattern</li> <li>• Dividing the number 12 into 2s 3s and 4s</li> <li>• Exploring different ways to emphasise beats to form a group (metre)</li> <li>• Exploring sounds on instruments and finding different ways to vary sound</li> </ul> <p><u>Pattern (Year 2)</u> <b>Beat</b> <b>Maths</b></p> <ul style="list-style-type: none"> <li>• Performing steady beat patterns with a song</li> <li>• Playing different patterns of steady beat within four beats, and matching to a simple score</li> <li>• Performing and creating simple rhythms using a simple score</li> <li>• Performing steady beat patterns in groups to accompany a song</li> <li>• Playing different patterns of steady beat in groups and matching them to a simple score</li> <li>• Performing and creating simple three-beat rhythms using a simple score</li> <li>• Interpreting a score to perform different beat patterns</li> <li>• Performing beat patterns with voices and percussion</li> <li>• Exploring different ways to organise music</li> </ul> <p><u>Water (Year 1)</u> <b>Pitch</b> <b>Art</b></p> <ul style="list-style-type: none"> <li>• Creating a picture in sound</li> <li>• Understanding musical structure by listening and responding</li> <li>• Performing a simple repeated pattern</li> </ul> <p><u>Water (Year 2)</u> <b>Pitch</b> <b>Science</b></p> <ul style="list-style-type: none"> <li>• Understanding pitch through singing, movement and note names</li> <li>• Performing a melody</li> <li>• Understanding melody through songs, movement and performing pitch shapes on tuned instruments</li> <li>• Exploring and developing an understanding of pitch</li> <li>• Using musical scales, high notes and low notes in a composition</li> </ul>



## Long Term Learning Journey - Map A Year 1&2

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>Computing</b>	<p><u>Unit 1.1 – We are treasure hunters</u> <u>Domain: Computer Science</u></p> <ul style="list-style-type: none"> <li>- Understand what algorithms are</li> <li>- Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- Create and debug simple programs</li> <li>- Use logical reasoning to predict the behaviour of simple programs.</li> </ul> <p><u>Unit 1.6 – We are celebrating</u> <u>Domain: Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully</li> <li>- Keep personal information private</li> <li>- Recognise where to go for help when they have concerns about content/contact on the internet</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul> <p><u>Unit 2.1 – We are astronauts</u> <u>Domain: Computer Science</u></p> <ul style="list-style-type: none"> <li>- As 1.1</li> <li>- Recognise where to go for help when they have concerns about content/contact on the internet</li> <li>- Recognise common uses of IT beyond school</li> </ul> <p><u>Unit 2.2 – We are game testers</u> <u>Domain: Computer Science &amp; Digital Literacy</u></p> <ul style="list-style-type: none"> <li>- As 2.1</li> <li>- Use technology safely and respectfully</li> <li>- Keep personal information private</li> </ul>	<p><u>Unit 1.3 – We are painters</u> <u>Domain: Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully</li> <li>- Keep personal information private</li> <li>- Recognise where to go for help when they have concerns about content/contact on the internet</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul> <p><u>Unit 1.4 – We are collectors</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully</li> <li>- Keep personal information private</li> <li>- Recognise where to go for help when they have concerns about content/contact on the internet</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> </ul> <p><u>Unit 2.4 – We are researchers</u> <u>Domain: Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully</li> <li>- Keep personal information private</li> <li>- Recognise where to go for help when they have concerns about content/contact on the internet</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul> <p><u>Unit 2.5 – We are detectives</u> <u>Domain: Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- As 2.4</li> </ul>	<p><u>Unit 1.2 – We are TV chefs</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Understand what algorithms are</li> <li>- Keep personal information private</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul> <p><u>Unit 1.5 – We are storytellers</u> <u>Domain: Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Keep personal information private</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul> <p><u>Unit 2.3 – We are photographers</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Understand what algorithms are</li> <li>- Use technology safely and respectfully</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul> <p><u>Unit 2.6 – We are zoologists</u> <u>Domain: Digital Literacy &amp; IT</u></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully</li> <li>- Keep personal information private</li> <li>- Recognise common uses of IT beyond school</li> <li>- Use technology purposefully to organise, store and retrieve digital content</li> <li>- Use technology purposefully to create and manipulate digital content</li> </ul>

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>PE</b>	<p><b>Objectives taken from the Y1 &amp; Y2 plans</b></p> <p><b>Fundamentals 1</b></p> <ul style="list-style-type: none"> <li>- Can hold a bean bag/ball correctly.</li> <li>- Show some control and accuracy with the basic actions of rolling and underarm throwing.</li> <li>- To develop range of rolling, throwing and catching skills.</li> </ul> <p><b>Gymnastics 1</b></p> <ul style="list-style-type: none"> <li>- To know how to perform a roll, balance, jump and travel, using changes in level, direction and speed. To link actions together to create a sequence. To improve and create quality performances.</li> <li>- To be able to perform small body part balances, linked through rolling, travelling and jumping. To link actions together to create sequences.</li> </ul> <p><b>Fundamentals 2</b></p> <ul style="list-style-type: none"> <li>- Kicking, dribbling and using hockey sticks to move the ball in different ways</li> <li>- Developing and improving Kicking and dribbling skills</li> </ul> <p><b>Dance – Shadows</b></p> <ul style="list-style-type: none"> <li>- Working with a partner exploring shapes and linking actions</li> </ul>	<p><b>Objectives taken from the Y1 &amp; Y2 plans</b></p> <p><b>Fundamentals 3</b></p> <ul style="list-style-type: none"> <li>- To be confident and safe in the spaces used to play games.</li> <li>- Choose and use tactics to suit different situations.</li> </ul> <p><b>Indoor Athletics/Skipping</b></p> <ul style="list-style-type: none"> <li>- Jump rope for Heart activities and multi skills circuits</li> </ul> <p><b>Fundamentals 4: Piggy in the Middle (Y1)</b></p> <ul style="list-style-type: none"> <li>- To play ball games using basic attacking and defending tactics, throwing and catching different sized balls with some accuracy and control.</li> <li>- To move around a space safely and understand basic game play</li> </ul> <p><b>Fundamentals 4: 3 Point Score (Y1)</b></p> <ul style="list-style-type: none"> <li>- To play increasingly complex games using a variety of different sized balls.</li> <li>- To throw and catch a range of balls. showing accuracy and control.</li> <li>- To know how to beat an opponent. Understand game play and use tactics appropriately</li> </ul> <p><b>Dance – Vehicles</b> (use Activ8 plans as a starting point but base the work on the studied text)</p> <ul style="list-style-type: none"> <li>- Developing body movements and creating basic motifs</li> </ul>	<p><b>Objectives taken from the Y1 &amp; Y2 plans</b></p> <p><b>Bat &amp; Ball Skills (Y1)</b></p> <ul style="list-style-type: none"> <li>- To use their bodies and equipment with greater control and coordination and choose skills and equipment to meet challenges set</li> </ul> <p><b>Striking &amp; Fielding Skills (Y2)</b></p> <ul style="list-style-type: none"> <li>- Engage in competitive physical activities against self and others and to apply balance, coordination and agility using different bats and balls</li> </ul> <p><b>Gymnastics 2</b></p> <ul style="list-style-type: none"> <li>- To reinforce the basic actions and develop climbing and stillness.</li> <li>- To copy, create and link movement phrases with beginning, middle and end.</li> <li>- To perform a range of actions, body shapes and balances with control and coordination.</li> <li>- Adapt sequences to include apparatus or a partner.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Improving balance and agility. Learning techniques. Cooperative challenges.</li> <li>- Extend agility, balance and coordination. Confident movers. Competitive activities.</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- To use simple table top maps and plans Confidently and to follow simple routes and trails successfully.</li> <li>- To work with others to solve simple challenges.</li> <li>- To use maps of the school accurately.</li> <li>- To discuss strategies and ideas with others and find alternative ways of completing challenges.</li> </ul>

**Long Term Learning Journey - Map A  
Year 1&2**

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>JIGSAW PSHcE</b>	<p><b><u>Year 2 Planning</u></b></p> <p><b><u>Being me in my World</u></b> Development of class charters</p> <p><b><u>Puzzle Outcome:</u></b> Class Charter linked to RRS</p> <p><b><u>Celebrating Difference</u></b> I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her</p> <p><b><u>Puzzle Outcome:</u></b> Hall of Fame Display</p>	<p><b><u>Year 2 Planning</u></b></p> <p><b><u>Dreams and Goals</u></b> I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group</p> <p><b><u>Puzzle Outcome:</u></b> Garden of Dreams and Goals</p> <p><b><u>Healthy Me</u></b> I can make some healthy snacks and explain why they are good for my body  I can express how it feels to share healthy food with my friends</p> <p><b><u>Puzzle Outcome:</u></b> The Healthy, Happy Me Recipe Book</p>	<p><b><u>Year 2 Planning</u></b></p> <p><b><u>Relationships</u></b> I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p> <p><b><u>Puzzle Outcome:</u></b> The Relationship Fiesta</p> <p><b><u>Changing Me (Y1)</u></b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina  I respect my body and understand which parts are private</p> <p><b><u>Changing Me (Y2)</u></b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  I can tell you what I like/don't like about being a boy/ girl</p> <p><b><u>Puzzle Outcome:</u></b> Tree of Change Display</p>



**Long Term Learning Journey - Map A  
Year 1&2**

	<b>Switched On</b>	<b>A Street Through Time</b>	<b>Creepers and Crawlers</b>
<b>Discovery RE</b>	<p><b><u>Year 2 Planning</u></b></p> <p><b><u>Christianity</u></b> <b>Believing</b> <i>Is it possible to be kind to everyone all of the time?</i></p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p><b><u>Christianity</u></b> <b>Believing/behaving</b> <i>Why did God give Jesus to the world?</i></p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p>	<p><b><u>Year 2 Planning</u></b></p> <p><b><u>Judaism</u></b> <b>Believing/belonging</b> <i>How important is it to Jewish people to do what God asks them to do?</i></p> <p>AT1 B Practices and ways of life AT1 F Values and commitment</p> <p><b><u>Christianity</u></b> <i>Is it true that Jesus came back to life again?</i></p>	<p><b><u>Year 2 Planning</u></b></p> <p><b><u>Judaism</u></b> <i>How special is the relationship Jews have with God?</i></p> <p><b><u>Judaism</u></b> <i>What is the best way for a Jew to show commitment to God?</i></p>

**English – Year 1**

<b>Reading – Word Reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Reading - Comprehension</b>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <ul style="list-style-type: none"> <li>○ being encouraged to link what they read or hear read to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> </ul> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<b>Writing - Handwriting</b>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>

**English – Year 1**

**Writing - Spelling**

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Writing - Composition**

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

**Writing – Vocab,  
grammar, punctuation**

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

**English – Year 2**

<b>Reading – Word Reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Reading - Comprehension</b>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ answering and asking questions</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Writing - Handwriting</b>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>

**English – Year 2**

<b>Writing - Spelling</b>	<p>Spell by (See English Appendix 1):</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
<b>Writing - Composition</b>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<b>Writing – Vocab, grammar, punctuation</b>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>



<b>Maths – Year 1</b>	
<b>Number and Place Value</b>	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul>
<b>+ &amp; -</b>	<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>
<b>X &amp; ÷</b>	<ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
<b><math>\frac{1}{2}</math></b>	<ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following:               <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time (hours, minutes, seconds)</li> </ul> </li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>

**Maths – Year 1**

<b>Shape</b>	<ul style="list-style-type: none"><li>recognise and name common 2-D and 3-D shapes, including: □ 2-D shapes [for example, rectangles (including squares), circles and triangles] □ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li></ul>
↻	<ul style="list-style-type: none"><li>describe position, direction and movement, including whole, half, quarter and three- quarter turns.</li></ul>

<b>Maths – Year 2</b>	
<b>Number &amp; Place Value</b>	<ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems.</li> </ul>
<b>+ &amp; -</b>	<ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:               <ul style="list-style-type: none"> <li>○ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>○ applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>○ two-digit number and ones</li> <li>○ a two-digit number and tens</li> <li>○ two two-digit numbers</li> <li>○ adding three one-digit numbers</li> </ul> </li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
<b>X &amp; ÷</b>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
<b>½</b>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of</li> <li>• objects or quantity <math>\square</math> write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>

**Maths – Year 2**

<b>Measurement</b>	<ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
<b>↻</b>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask and answer questions about totalling and comparing categorical data.</li> </ul>