



Gladstone Road Primary School Year 2

LTP & National Curriculum Coverage 2020/2021

| Y2 | Autumn Term Jack & the Beanstalk / Paddington / Celebrations | | | Spring Term The Great Fire of London/Meerkat Mail | | | Summer Term The Emperor's Egg/The Lonely Beast | | |
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| Mathematics (STEM) | Place Value (numbers to 100) (3wks) Addition (2wks) Subtraction (2wks) | | Multiplication & Division (4wks) Money (3wks) | Picture Graphs (1wk) Temperature & Mass (2wk) Length (2wk) | | 2D Shape (2wk) Fractions (3wk) 3D Shapes (1wk) | Addition & Subtraction (4wks) Word Problems (2wks) | | Time (3wks) Volume (2wks) |
| Science (STEM) | Plants Uses of everyday materials | | Plants Uses of everyday materials | Plants Animals Including Humans | | Animals Including Humans Living things and their habitats | Animals Including Humans Living things and their habitats | | Plants Living things and their habitats Uses of everyday materials |
| Computing (STEM) | Coding (2Code) | Digital Literacy (Digital Footprint Quiz) | Spreadsheet s (2Calculate) | Questioning Skills (2Question, 2Investigate) | Effective Searching (Kiddle.co.uk , leaflet template) | Creating pictures (2Paint a Picture) | Making Music (2Sequence) | Presenting ideas (2Quiz, UK Factfile) | Coding (2Code) |
| Design & Technology (STEM) | D & T Element - Mechanisms STEM – Buggy/carriages | | | D & T Element – Food and nutrition Vegetable and protein wrap | | | D & T Element - Textiles Hand puppet | | |



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| English (Writing/Spelling/Phonics) (ARTS) | Phase 5 Phonics (4wks) Class phonics Character descriptions. Story mapping. Alternative story endings Parody Instructions Leaflet narratives Persuasive letters. | | Historical diary entry. Poetry Instructions Top trump cards – animal facts. Postcards. Story about Sunny. | | Poems Explanation Posters Stories. Character descriptions Recounts | |
| English (Reading) (ARTS) | Jack and the Beanstalk. Paddington | | Great fire of London Meerkat Mail | | Emperors Egg The Lonely Beast. | |
| Art & Design (ARTS) | DRAWING Sunflowers Artist – Van Gough | SCULPTURE Papier Mache wreath | PAINTING Scenes from Great Fire of London | PRINTING Meerkat in African sunset | COLLAGE Arctic landscapes Artist – Picasso | SCULPTURE Clay flower pot |
| Music (ARTS) | Units 17-21. Listening and thinking. Performing | | Units 22-26. Listening and thinking. Performing and improvising. | | Units 27-30. Listening and thinking. Simple time notation. | |
| PE (ARTS) | PE Focus – Agility, Balance and Coordination <u>Teacher:</u> Yoga <u>HLTAs:</u> Real PE and Gymnastics (Unit-H) | PE Focus – Agility, Balance and Coordination <u>Teacher:</u> Gymnastics (Unit -I) <u>HLTAs:</u> Real PE and Zumba | PE Focus – Master Basic Movements <u>Teacher:</u> Dance <u>HLTAs:</u> Real PE and Athletics | PE Focus – Master Basic Movements <u>Teacher:</u> Yoga <u>HLTAs:</u> Real PE and Gymnastics (Unit-J) | PE Focus – Sending and Receiving <u>Teacher:</u> Dance <u>HLTAs:</u> Real PE and Team Games (striking and fielding) | PE Focus – Using and applying basic movements <u>Teacher:</u> Gymnastics <u>HLTAs:</u> Real PE and Zumba |
| Geography | Our Local area | | London and the UK Animals Around The World | | Comparison of Antarctica and Scarborough | |



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| (HUMANITIES) | | | | | |
| History (HUMANITIES) | Local History- Train Station – (Paddington link) | | Great Fire of London | | Famous People Florence Nightingale, Mary Seacole, The Queen |
| PSHE (HUMANITIES) | Me and My Relationships | Keeping Myself Safe | My Healthy Lifestyle | Me and My Future | Becoming an Active Citizen |
| RE (HUMANITIES) | 1.3 Who is a Jew and what do they believe? | | 1.6 How and why do we celebrate special and sacred times? | | 1.7 What does it mean to belong to a faith community? |



| KS1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Y2 | <u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | <u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants | <u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants | <u>Animals Including Humans</u> - notice that animals, including humans, have offspring which grow into adults | <u>Animals Including Humans</u> - notice that animals, including humans, have offspring which grow into adults | <u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy |
| | <u>Uses of everyday materials</u> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | | <u>Animals Including Humans</u> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | <u>Living things and their habitats</u> - 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 - 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 - explore and compare the differences between things that are living, dead, and things that have never been alive | <u>Living things and their habitats</u> - identify and name a variety of plants and animals in their habitats, including micro-habitats | <u>Uses of everyday materials</u> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses |



| KS1 | Autumn Term Paddington | | | Spring Term Space | | | Summer Term The Lonely Beast | |
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| Y2 Computing | Coding (2Code) Skills ~ Understand what an algorithm is. ~ Design algorithms and then code them. ~ Compare different object types. ~ Use the repeat command. ~ Use the timer command. ~ Know what debugging is and debug programs. | Digital Literacy (Digital Footprint Quiz) Skills ~ Know how to refine searches using the Search tool. ~ Use digital technology to share work on Purple Mash to communicate and connect with others locally. ~ Have some knowledge and understanding about sharing more globally on the Internet. ~ Know Email as a communication | Spreadsheets (2Calculate) Skills ~ Use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. ~ Copy and paste in 2Calculate. To use the totalling tools. ~ Use a spreadsheet for money calculations. ~ Use the 2Calculate equals tool to check calculations. | Questioning Skills (2Question, 2Investigate) Skills ~ Learn about data handling tools that can give more information than pictograms. ~ Use yes/no questions to separate information. ~ Construct a binary tree to identify items. ~ Use 2Question (a binary tree database) to answer questions. | Effective Searching (Kiddle.co.uk, leaflet template) Skills ~ Understand the terminology associated with searching. ~ Gain a better understanding of searching on the Internet. ~ Create a leaflet to help someone search for information on the Internet. | Creating pictures (2Paint a Picture) Skills ~ Learn the functions of the 2Paint a Picture tool. ~ Learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). ~ Recreate Pointillist art and look at the work of pointillist artists such as Seurat. ~ Learn about the work of Piet Mondrian and recreate | Making Music (2Sequence) Skills ~ Make music digitally using 2Sequence. ~ Explore, edit and combine sounds using 2Sequence. ~ Edit and refine composed music. ~ Know how music can be used to express feelings and create tunes which depict feelings. ~ Upload a sound from a bank of sounds into the Sounds section. ~ Record and upload environmental | Presenting ideas (2Quiz, UK Factfile) Skills ~ Explore how a story can be presented in different ways. ~ Make a quiz about a story or class topic. ~ Make a fact file on a non-fiction topic. ~ Make a presentation to the class. |



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| | | <p>tool using 2Respond simulations.</p> <p>~ Know how we should talk to others in an online situation.</p> <p>~ Open and send simple online communications in the form of email.</p> <p>~ Understand that information put online leaves a digital footprint or trail.</p> <p>~ Identify the steps that can be taken to keep personal data and hardware secure</p> | <p>~ Use 2Calculate to collect data and produce a graph.</p> | <p>~ Use a database to answer more complex search questions.</p> <p>~ Use the Search tool to find information.</p> | | <p>the style using the lines template.</p> <p>~ Learn about the work of William Morris and recreate the style using the patterns template.</p> | <p>sounds into Purple Mash.</p> <p>~ Use the sounds to create tunes in 2Sequence.</p> | |
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| KS1 Design & Technology | Autumn Term Paddington | Spring Term Space | Summer Term The Lonely Beast |
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| Y2 | <p>D & T Element - Mechanisms STEM – Buggy/carriages</p> <p><u>Skills to be developed:</u> -Explore and evaluate a range of existing products -Select from and use a range of tools and equipment to perform practical tasks.</p> <p>-Generate, develop, model and communicate their ideas through talking. -Design purposeful, functional, appealing products for themselves and other users based on design criteria -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -Select from and use a wide range of materials and components, according to their characteristics -To mark out, cut and join fabric pieces to make the main part of their puppet -To use appropriate finishing techniques -Evaluate their ideas and products against design criteria</p> | <p>D & T Element – Food and nutrition Vegetable and protein wrap</p> <p><u>Skills to be developed:</u> -Understand where food comes from. -To investigate and analyse a range of existing products (vegetables, dairy and proteins) -Design purposeful, functional, appealing products for themselves and other users based on design criteria -Use the basic principles of a healthy and varied diet to prepare dishes -To select from and use a range of tools and equipment to prepare ingredients. -To know how to prepare ingredients hygienically.</p> | <p>D & T Element - Textiles Hand puppet</p> <p><u>Skills to be developed:</u> -Explore and evaluate a range of existing products -Select from and use a range of tools and equipment to perform practical tasks. -Generate, develop, model and communicate their ideas through talking. -Generate, develop, model and communicate their ideas through talking. -Design purposeful, functional, appealing products for themselves and other users based on design criteria -Select from and use a wide range of materials and components, including ... textiles according to their characteristics -Evaluate their ideas and products against design criteria</p> |



| KS1 Art & Design | Autumn Term Paddington | Autumn Term Space | Spring Term Great Fire of London | Spring Term Meerkat Mail | Summer Term The Emperors Egg | Summer Term The Lonely Beast |
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| Y2 | Art Skill – Drawing Sunflowers Artist – Van Gough Skills to be developed: <ul style="list-style-type: none"> ➤ Experiment with tools and surfaces ➤ Use soft pastels ➤ Experiment with oil pastels ➤ Solidly infill shapes ➤ Show increasing pencil control ➤ Range of drawing media ➤ Growing range of patterns and textures | Art Skill – Sculpture Papier Mache planet Skills to be developed: <ul style="list-style-type: none"> ➤ Simple tools ➤ Joining ➤ Range of decorative techniques ➤ Construction ➤ Cover 3D pieces with papier-mâché | Art Skill – Painting Scenes from Great Fire of London Skills to be developed: <ul style="list-style-type: none"> ➤ Use different sized paint brushes ➤ Mix a range of colours ➤ Shades of colour ➤ Warm and cold colours ➤ Washes to form backgrounds ➤ Explore the relationship between colour and moods/feelings ➤ Different consistencies | Art Skill – Printing Meerkat in African sunset Skills to be developed: <ul style="list-style-type: none"> ➤ Patterns and pictures ➤ Controlled printing ➤ Impressed images with some detail ➤ Relief printing ➤ Marbling, investigating how ink floats and changes with movement ➤ Produce clean printed image | Art Skill – Collage Arctic landscapes Artist – Picasso Skills to be developed: <ul style="list-style-type: none"> ➤ Large eyed needles ➤ Cut a variety of shapes ➤ Develop tearing, cutting ➤ Investigate texture with paper ➤ Overlapping and overlaying to create effects ➤ Collage using different materials ➤ Range of decorative techniques | Art Skill – Textiles Clay flower pot Skills to be developed: <ul style="list-style-type: none"> ➤ Use equipment correctly and safely ➤ Simple tools ➤ Replicate patterns and textures ➤ Clay to create a thumb pot ➤ Look at the work of sculptors |



| Year 2 Music | Autumn | Spring | Summer |
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| Units of work | Units 17-21. Listening and thinking. | Units 22-26. Listening and thinking. | Units 27-30. Listening and thinking. |
| Progression in skills | Performing | Performing and improvising. | Simple time notation. |
| Listen & Appraise | Identify and recognise repeated patterns and follow a wider range of musical instructions. Listen to pieces of music and discuss them using simple vocabulary. Listening La Toupie – The Top by George Bizet. Viennese Musical Clock by Zoltan Kodaly. Nun Gimel Hei Shin (a piece celebrating Hanukkah sung in Hebrew) Oliver Cromwell - Britten | Identify and recognise repeated patterns and follow a wider range of musical instructions. Listen to pieces of music and discuss them using simple vocabulary. Listening Parade Jacques Ibert Bydlo Pictures at an exhibition Mussorgsky. Flight of the Bumble Bee Rimsky Korsakov | Identify and recognise repeated patterns and follow a wider range of musical instructions. Listen to pieces of music and discuss them using simple vocabulary. Listening The Typewriter Anderson O Polichinelo Villa-Lobos A Pobrezinha Villa-Lobos |
| Performance: singing & instruments | Use voices in different ways such as singing, chanting and speaking. Finding the singing voice. Pitch matching. Individual singing. | Use voices in different ways such as singing, chanting and speaking. | Use voices in different ways such as singing, chanting and speaking |
| Improvisation & composition | To create and choose sounds for a specific effect and perform rhythmical patterns (ta teh teh) and accompaniments keeping a steady pulse. Use tonic solfa names soh and me singing names. | To create and choose sounds for a specific effect and perform rhythmical patterns (ta teh teh) and accompaniments keeping a steady pulse. Be confident to perform louder or quieter thinking about others whilst performing. | To create and choose sounds for a specific effect and perform rhythmical patterns (ta teh teh) and accompaniments keeping a steady pulse. Be aware of the relation of pulse to speed. Use tonic solfa names lah soh and me singing names. |



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| Share & evaluate | To respond to different moods in music and talk about pitch, rhythm, and dynamics. | To respond to different moods in music and talk about pitch, rhythm, and dynamics. | To respond to different moods in music and talk about pitch, rhythm, and dynamics. |
| Key vocabulary progression | pulse, rhythm, pitch, (tempo, timbre) | | |



| KS1 | Autumn Term | Autumn Term | Spring Term | Spring Term | Summer Term | Summer Term |
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| PE | Paddington Bear | Space | The Great Fire of London | Meerkat Mail | The Emperor's Egg | The Lonely Beast |
| Y2 | <p>PE Focus – <i>Agility, Balance and Coordination</i> <u>Teacher:</u> Yoga <u>HLTAs:</u> Real PE and Gymnastics (Unit-H)</p> <p>Skills to be developed: ~ Follow instructions. ~ Practise safely. ~ Work on simple tasks by myself. ~ Keep trying if at first I don't succeed. ~ Ask for help when appropriate. ~ Travelling low to the ground. ~ Travelling far away from the ground. ~ Identifying body parts to touch the ground ~ Taking weight on hands to lift the feet high. ~ Holding body parts high.</p> | <p>PE Focus – <i>Agility, Balance and Coordination</i> <u>Teacher:</u> Gymnastics (Unit -I) <u>HLTAs:</u> Real PE and Zumba</p> <p>Skills to be developed: ~ Take turns. ~ Work sensibly with others. ~ Sharing. ~ Help, praise and encourage others in their learning. ~ Identifying pathways and directions ~ Understanding and showing patterns and pathways ~ Making large and small pathways ~ Traveling with high and low movements</p> | <p>PE Focus – <i>Master Basic Movements</i> <u>Teacher:</u> Dance <u>HLTAs:</u> Real PE and Athletics</p> <p>Skills to be developed: ~ Understand and follow simple rules. ~ Name some things I am good at. ~ Begin to order instructions, movements and skills. ~ Recognise similarities and difference in performance and explain why someone is working or performing well. ~ Run with agility and confidence. ~ Learn the best jumping techniques for distance.</p> | <p>PE Focus – <i>Master Basic Movements</i> <u>Teacher:</u> Yoga <u>HLTAs:</u> Real PE and Gymnastics (Unit-J)</p> <p>Skills to be developed: ~ Explore and describe different movements. ~ Begin to compare movements and skills with those of others. ~ Select and link movements together to fit a theme. ~ Turning jumps (quarter turn, half turn, three-quarter turn, full turn) ~ Control and coordination ~ Rolling in differing ways and directions ~ Identifying body parts to spin on</p> | <p>PE Focus – <i>Sending and Receiving</i> <u>Teacher:</u> Dance <u>HLTAs:</u> Real PE and Team Games (striking and fielding)</p> <p>Skills to be developed: ~ Perform a range of skills with some control and consistency. ~ Perform a sequence of movements with some change in level, direction or speed ~ Learn how to hold a bat/ stick/ racket appropriately. ~ Position body to strike a ball. ~ Develop catching skills ~ Learn skills and rules for playing striking and catching games.</p> | <p>PE Focus – <i>Using and applying basic movements</i> <u>Teacher:</u> Gymnastics <u>HLTAs:</u> Real PE and Zumba</p> <p>Skills to be developed: ~ Explain why exercise is important for good health. ~ Say how my body feels before, during and after exercise. ~ Use equipment appropriately. ~ Move and land safely. ~ Know how movement can be linked smoothly and continuously ~ Planning sequences or patterns which they can remember and repeat</p> |



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| | <p>~Contrasting shape and speed in balances. ~Planning and Linking three movements smoothly. ~ Control and coordination. ~ Adapt, modify and transfer safely to apparatus. ~ Know what yoga practice involves. ~ Use clear shapes when performing poses. ~ Copy, remember and repeat yoga flow. ~ Say how my body feels when still, when exercising and when relaxing.</p> | <p>~ Experimenting and linking different movements. ~ Performing limited range of skills with a partner ~ Apply knowledge, understanding, skills and linked movements to apparatus. ~ Explore different levels and speeds of movement. ~ Show contrasts in simple movements with good body shape and position ~ Keep going even if I failed the first time. ~ Understand the importance of warming up and cooling down.</p> | <p>~ Throw different objects in a variety of ways. ~ Hurdle an obstacle and maintain effective running style. ~ Run for distance ~ Complete an obstacle course with control and agility. ~ Choose moves to communicate a mood, feeling or idea. ~ Work with others to create simple dances showing some control. ~ Compose and perform simple dance phrases to music that show rhythm and control. ~ Begin to provide feedback using key words</p> | <p>~ Turning in air, on the floor and on apparatus ~Fixed body parts for twisting ~Linking three movements showing contrasts in speed and level ~Using knowledge to adapt work safely to apparatus ~ Know what yoga practice involves ~ Develop controlled movement and flexibility. ~ Move from one pose to another thinking about my breath. ~ Choose moves/poses to communicate a mood, feeling or idea. ~ Work with others to create simple flows showing some control. ~ Understand the importance of warming up and cooling down.</p> | <p>~Use fielding skills to play a game. ~ Choose moves to communicate a mood, feeling or idea. ~ Work with others to create simple dances showing some control. ~ Compose and perform simple dance phrases to music that show rhythm and control. ~ Begin to provide feedback using key words</p> | <p>~Recognising and using changes in level, speed and direction ~Composing and performing simple sequences with a partner ~Using knowledge to adapt work safely to apparatus ~ Explore different levels and speeds of movement. ~ Show contrasts in simple movements with good body shape and position ~ Keep going even if I failed the first time. ~ Understand the importance of warming up and cooling down. ~ Begin to provide feedback using key words</p> |
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| KS1 Geography | Autumn Term Paddington/Space | Spring Term Great Fire of London/Meerkat Mall | Summer Term The Emperors Egg/The Lonely Beast |
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| Y2 | <p>Local area</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To know about the local area, and name and locate key landmarks. - To use aerial photos to identify physical and human features of a locality. - To describe a journey on a map of the local area using simple compass directions and locational and directional language. - To draw a simple map with a basic key of places showing landmarks. - To recognise a natural environment and describe it using key vocabulary. - To identify a range of human environments, such as the local area and contrasting settlements, and describe them using key vocabulary. - To make observations about, and describe, the local area and its physical and human geography. | <p>London and the UK Animals Around The World</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> -- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. - To use aerial photos to identify physical and human features of a locality. - To identify a range of human environments, such as the local area and contrasting settlements, and describe them using key vocabulary. - To recognise a natural environment and describe it using key vocabulary. - To name and locate the seven continents and five oceans on a globe or atlas. -To describe which continents have significant hot or cold areas and relate these to the Poles and Equator. - To identify seasonal and daily weather patterns in the United Kingdom. - To use a world map, atlas or globe to name and locate the seven continents and five oceans. | <p>Comparison of Antarctica and Scarborough</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To describe the physical and human geography of a distant place. - To describe their locality and how it is different and similar to the distant place. - To use a world map, atlas or globe to name and locate the seven continents and five oceans. - To name and locate the seven continents and five oceans on a globe or atlas. |
| | <p style="text-align: center;"><u>Continuous Skills*</u></p> <div> <div> - naming the four countries of the U.K. - naming the capital cities of the U.K. - naming the continents (* link to EAL children in your class/children with family members of friends around the world – where possible to do so) </div> <div> – naming the seas around the UK – naming physical/human features - what is a continent/country? </div> <div> - 4 points of a compass - significance of Equator/North and South Pole </div> </div> | | |



| KS1 History | Autumn Term | Spring Term | Summer Term |
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| Y2 | <p>History- Local History- Train Station – (Paddington link)</p> <p>Essential Skills to be developed: Historical Knowledge: Identify similarities and differences between different periods <i>Recognise why people did things, why events happened and what happened as a result</i> Research: Develop further Understanding of ways in which we can find out about the past., asking and answering questions Communicate: Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p> | <p>History- Great Fire of London</p> <p>Essential Skills to be developed: Chronology: Know where all people and events studied fit into a chronological framework Historical Knowledge: Identify similarities and differences between different periods <i>Recognise why people did things, why events happened and what happened as a result</i> Interpreting: Choose and use parts of stories and other sources to show understanding Identify different ways in which the past is represented (e.g. versions of events from the GF of L) Ask and answer questions about the past finding out about why people did things and what happened as a result Research: Identify Historically significant people and events from the studied topic area – e.g. in an Historical account</p> | <p>History-Famous People Florence Nightingale, Mary Seacole, The queen</p> <p>Essential Skills to be developed: Chronology: Know where all people and events studied fit into a chronological framework Historical Knowledge: <i>Recognise why people did things, why events happened and what happened as a result</i> Research: Develop further Understanding of ways in which we can find out about the past. Ask and answer questions about the past finding out about why people did things and what happened as a result <i>Identify Historically significant people and events from the studied topic area – e.g. in an Historical account</i> Communicate: Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p> |
| | <p><u>Skills to be taught in the background</u></p> <p>Chronology: Know where all people and events studied fit into a chronological framework Interpreting: Choose and use parts of stories and other sources to show understanding Identify different ways in which the past is represented <i>significant people</i></p> | <p><u>Skills to be taught in the background:</u></p> <p>Research: Develop further understanding of ways in which we can find out about the past. Communicate: Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p> | <p><u>Skills to be taught in the background:</u></p> <p>Historical Knowledge: Identify similarities and differences between different periods Interpreting: Choose and use parts of stories and other sources to show understanding Identify different ways in which the past is represented</p> |



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| | <i>and events from the studied topic area - e.g. in an Historical account</i> | | |
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| Core Themes- Year 2 | Me and My Relationships | Keeping Myself Safe | My Healthy Lifestyle | Me and My Future | Becoming an Active Citizen |
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| PSHE | <p>I can listen to others and respect their viewpoints.</p> <p>I know the characteristics of a healthy family life and the importance of caring for each other and spending time together.</p> <p>I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient.</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p> <p>I know that there are different types of negative behaviours, bullying and teasing both on and offline.</p> <p>I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention.</p> | <p>I understand that all drugs can be harmful if not used properly.</p> <p>I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency.</p> <p>I know simple rules about medicines and other substances used in the homes, including solvents and can be harmful if they are not used properly.</p> <p>I use simple skills which will help to maintain my personal safety both on and offline.</p> <p>I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games.</p> <p>I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online.</p> | <p>I can make simple choices to improve my physical and emotional health.</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for own and others health. I am able to wash my hands properly.</p> <p>I can recognise and name a range of feelings and understand that we all experience emotions in relation to a different range of experiences and situations.</p> <p>I have simple strategies to manage my feelings.</p> <p>I understand what being resilient means to me and I have strategies I can use.</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings.</p> <p>I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a</p> | <p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used.</p> <p>I can explain the difference between needs and wants.</p> <p>I understand individuals and families have to find ways to balance wants and needs.</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all.</p> <p>I understand that the choices we make affect ourselves and others.</p> <p>I can describe why learning is important.</p> <p>I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p> <p>I am positive about who I am, what I have achieved and take into account what other people</p> | <p>I know that I belong to different groups and communities i.e. school, family</p> <p>I can take part in discussions/simple debate with others about topical issues.</p> <p>I know what improves and harms the environment and about some of the ways people look after them.</p> <p>I know some ways to look after my environment.</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs.</p> <p>I can contribute positively to the life of the class and the school.</p> <p>I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council (when suitable)</p> |



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| | <p>I understand the importance of valuing one's own body and recognising its uniqueness.</p> <p>I have an understanding of stereotypes and how these can have a negative impact (e.g. gender, age)</p> <p>I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</p> | <p>I can recognise and say what is right and wrong both on and offline.</p> <p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not.</p> <p>I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met.</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online.</p> <p>I know the difference between secrets and surprises both on and offline and understand what not a good secret to keep is.</p> | <p>daily and a regular basis to keep myself healthy.</p> | <p>say about me I can identify positive achievements during my time in Year 2.</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 3.</p> | |
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Gladstone Road Primary School Year 2

LTP & National Curriculum Coverage 2020/2021

| KS1 RE <i>Unit of work</i> | Autumn Term <i>1.3 Who is a Jew and what do they believe?</i> | Spring Term <i>1.6 How and why do we celebrate special and sacred times?</i> | Summer Term <i>1.7 What does it mean to belong to a faith community?</i> |
|--|--|--|--|
| Y2 The threefold aim of RE: A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims** | Religions Studied: Judaism Skills to be developed: Believing strand A) Know about & Understand A1, A2, A3 B) Express & Communicate B1 C) Gain & Deploy Skills C1 | Religions Studied: Judaism Christianity Islam Skills to be developed: Expressing strand A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B3 C) Gain & Deploy Skills C1 | Religions Studied: Judaism Christianity Islam Skills to be developed: Living strand A) Know about & Understand A1, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C2 |