

Overarching Big Questions

Year 2/3 year cycle	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY What are the parts of a human body?	CELEBRATIONS & CULTURE What types of celebration do you know?	A LONG TIME AGO (SPECIFY PERIOD) How have I changed since I was a baby?	LIGHT AND COLOUR What colours can you see?	ENVIRONMENT & WATER What is the environment made up of?

Cognition & Learning

SUBJECT: Mathematics

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER

<p>EYFS Knowledge</p>	<p>EYFS Number - count to and across 2, forwards and backwards, beginning with 0 or 1, or from any given number count, read, write and order numbers to 20 in numerals; given a number, identify one more and one less than a number to 30 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</p> <p>Shape- Recognise and name common 2-D and 3-D shapes, Reason about shapes as they sort and classify shapes</p>	<p>EYFS Number - Notice the difference between numbers (many and a few)</p> <p>Measures – Measurement Length/height Mass Compare length, weight, and capacity.</p> <p>Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence.</p>	<p>EYFS Number- Recognises some numerals of personal significance</p> <ul style="list-style-type: none"> •Recognises numerals 1 to 5 •Counts up to three or four objects by saying one number name for each item •Counts actions or objects which cannot be moved •Counts objects to 10, and beginning to count beyond 10 •Counts out up to six objects from a larger group •Selects the correct numeral to represent 1 to 5, then 1 to 10 objects •Counts an irregular arrangement of up to ten objects. <p>Uses everyday language related to time.</p> <ul style="list-style-type: none"> • Beginning to use everyday language related to money • Orders and sequences familiar events. 	<p>EYFS Number</p> <p>Recite numbers past 5 Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you the total (cardinal principal) Show finger numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with number.</p> <p>Data Analysis</p> <p>Data handling gather and record simple data, and talk about what they have found out and how they found it out present outcomes using practical resources, pictures, block graphs or pictograms</p>	<p>EYFS Number Calculations/Calculations</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs add one-digit numbers up to 20, including zero by combining two sets Represent, use and memorise number bonds and related subtraction facts.</p> <p>Bonds of 3,4,5,10 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.</p> <p>Solve problems involving missing numbers with addition subtract one-digit numbers up to 20,</p>

					<p>including zero by “taking away”</p> <p>Begin to understand the relationship between addition and subtraction</p> <p>Add by increasing on number line</p> <p>Subtract by decreasing using a number line</p>
Disciplinary Knowledge	<p>Pre-formal - Can experience a number of songs through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <p>Has some understanding that things exist, even when out of sight.</p> <p>Semi-formal- Knows that things exist, even when out of sight.</p> <ul style="list-style-type: none"> •Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. •Says some counting words randomly <p>Formal – Can select a small number of objects from a</p>	<p>Pre formal – Students encounters and responds to touch or objects that have visual/tactile interest placed on their body.</p> <p>Semi formal - Recite numbers past 5 Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you the total (cardinal principal) Show finger numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own</p>	<p>Pre formal- Pupils encounter activities and experiences. They may;</p> <ul style="list-style-type: none"> • be passive or resistant • show simple reflex responses, [for example, startling at sudden noises or movements] <p>Any participation is fully prompted.</p> <p>Semi formal- Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>Pre formal- Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects</p> <p>Semi formal- Count objects, actions and sounds. To show an increasing awareness of number activities and counting.</p>	<p>Pre formal- Pupils begin to be proactive in their interactions by;</p> <p>Communicating consistent preferences and affective responses</p> <p>Recognising familiar people, events and objects</p> <p>Performing actions, often by trial and improvement, and remembering learned responses over short periods of time.</p>

	<p>group when asked, for example, 'please give me one', 'please give me two'.</p> <ul style="list-style-type: none"> •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number. •Begins to make comparisons between quantities. •Uses some language of quantities, such as 'more' and 'a lot'. •Knows that a group of things changes in quantity when something is added or taken away. 	<p>symbols and marks as well as numerals. Solve real world mathematical problems with number.</p> <p>Measurements: demonstrates early understanding of volume when there is a clear contrast.</p> <p>Formal - Count objects, actions, and sounds. Subitise Count beyond 10 Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0 - 10. Continue, copy and create repeating patterns. ELG Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Exploring lifting a range of objects/materials with clear contrast in weight.</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Formal- Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<ul style="list-style-type: none"> • Formal- Order numbers 0-20 • Know the number that is one more or one less than any given number to 10 • Compare two or more numbers up to a value of 20 	<p>Cooperating with shared exploration and supported participation.</p> <p>Semi formal - The learner is supported to show an increasing awareness of number activities and counting.</p> <p>The learner is; Taught to begin to use the language associated with adding and subtracting in play, practical activities and discussions</p> <p>Taught to begin to show interest in number problems. Encouraged when joining in number rhymes and stories, to begin to make responses</p> <p>Formal-</p> <p>Makes two equal sets of objects</p>
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Compare two amounts to see which is greater or less.

Begin to realise that combining objects gives you a greater amount and taking away gives you a smaller amount

- Make a plausible estimation and check when using addition and subtraction to 10
- Combine two small sets of objects or visual aids up to 10 by counting on
- Begin to increase an amount by adding to it e.g. there are 4 children on the bus and 3 get on. How many on the bus now?
- Within 10, remove objects from a given set and accurately count how many are left.
- To begin to recognise and use the symbols '+', '-', and '='.

					<p>Compare two amounts to see which is greater or less.</p> <p>Begin to realise that combining objects gives you a greater amount and taking away gives you a smaller amount</p> <ul style="list-style-type: none"> • Make a plausible estimation and check when using addition and subtraction to 10 • Combine two small sets of objects or visual aids up to 10 by counting on • Begin to increase an amount by adding to it e.g. there are 4 children on the bus and 3 get on. How many on the bus now? • Within 10, remove objects from a given set and accurately count how many are left. • To begin to recognise and use the symbols '+', '-', and '='.
<p>KEY VOCABULARY</p>	<p>EYFS– numbers, count, square, circle</p> <p>Pre-formal – Lot’s, count, number, shape.</p> <p>Semi-formal- How many?, altogether, more, less, few</p> <p>Formal –match 2-D shape: corner, side, rectangle, square circle, triangle.</p>	<p>EYFS– many, few, measure</p> <p>Pre-formal- Number Zero, one, two, three</p> <p>Semi formal- Count (on/up/to/from/down) Before, after More, less, many, few, fewer, least, fewest</p> <p>Formal - smallest, greater, lesser Equal to, the same as</p>	<p>EYFS– order, many</p> <p>Pre formal- time days of the week, Monday, Tuesday ... day, week birthday,</p> <p>Semi formal- none, how many ... pence coin pound note</p>	<p>EYFS– next, last, chart</p> <p>Pre formal- How many ...? Count Forwards</p> <p>Semi formal add, more, and make, sum, total altogether double</p>	<p>EYFS– add subtract</p> <p>Pre formal- Number line Add, more, plus, make, sum, total, altogether</p> <p>Semi formal- Double Half, halve Equals, is the same (including</p>

		Odd, even) long/short tall/short length height	morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last Formal – takes longer, takes less time hour, o'clock clock, watch, hands money coin penny, pence, pound price, cost	Formal - count, sort group, set list	equals sign) How many more to make...? How many more is,,, then,,,? How much more is...? Subtract, take away, minus. Formal More Less Most Least How many ...? Count Forwards Backwards
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SUBJECT: IT

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
DISCIPLINARY KNOWLEDGE	<p>EYFS- Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software.</p> <p>Pre-formal – Experience and respond to stimuli produced by ICT</p> <p>Semi-formal- To know that being able to follow and give simple instructions is important in computing.</p> <p>Formal –Know that ICT equipment can be used with intent to produce a desired effect.</p>	<p>EYFS- To demonstrate an understanding of the names of 10 everyday objects. To demonstrate an understanding of 3 to 5 simple commands in context. To track an object left to right, right to left, up and down midline. To transfer gaze between objects. To press a button to obtain a specific result.</p> <p>Pre-formal – To attend to an adult in a 1:1 situation for up to 5 seconds. To look/attend different visual stimuli for 2-5 seconds. To vocalise and gesture whilst interacting with an adult. To show some response to their reflection.</p>	<p>EYFS- To show interest in an object that has been placed near body and hand. To reach and grasp an item. To repeat an action that has made something happen. To use either hand. To point with index finger.</p> <p>Pre-formal – To accept having an object placed in hands. To show interest in objects placed in visual field. To begin to see connections between their movements and the effects they have. To repeat an action that has made something happen.</p>	<p>EYFS – To encounter and show awareness of a range of different movements. To track an object left to right, right to left, up and down. To look and attend visual stimuli for 2-5 seconds. To tolerate an adult in parallel play</p> <p>Pre-formal – To respond to a range of different movements. To know how to explore gadgets through observation and tactile exploration. To activate objects that</p>	<p>EYFS – To demonstrate an understanding of objects in photos and symbols. To direct communication to an adult to comment on an object or an activity. To engage in coactive exploration of objects.</p> <p>Pre-formal – To look where the other person is pointing on the object. To explore a range of objects for 10-15 seconds. To solve simple problems. To indicate yes or no.</p>

	<p>Functional –Use a range of ICT equipment with intent to produce a desired effect.</p>	<p>To look at pictures and photographs. To point to objects in pictures.</p> <p>Semi-formal – To identify different software. To demonstrate some understanding of different technical equipment. To show some enjoyment when an image is presented. To create simple digital content using the camera app. To repeat an action for effect and to find the same.</p> <p>Formal – To operate some everyday electronic devices. To choose a piece of equipment which will take photographs from a range of electronic resources. To respond to simple instructions to control a device. To operate some devices independently. To respond appropriately to key vocabulary and questions.</p>	<p>Semi-formal – To demonstrate some understanding of the different technical equipment. To identify different hardware. To know how to use functions on technical devices. To operate some basic everyday electronic devices.</p> <p>Formal – To show that I understand the use of everyday electronic objects. To operate some devices independently. To know how to use a keyboard and a mouse with control.</p>	<p>are responsive to touch.</p> <p>Semi-formal – To demonstrate some understanding of different technical equipment. To reach towards a control device. To press a start button.</p> <p>Formal – To respond to simple instructions to control a device. To operate some devices independently. To press buttons and explore a beebot.</p> <p><i>Know what a sequence is</i></p> <p><i>Know how to follow a sequence</i></p> <p><i>Know how to respond/react to the start and finish of a sequence of actions/activities</i></p>	<p>Semi-formal – To be able to sort items with support. To be able to sort objects by category.</p> <p>Formal – To contribute to discussions regarding objects that could be collected and how they could be grouped. To use 1:1 correspondence to start to compare groups. <u><i>Know what a sequence is</i></u></p> <p><i>Know how to follow a sequence</i></p> <p><i>Know how to respond/react to the start and finish of a sequence of actions/activities</i></p> <p><i>Know when a sequence is starting</i></p> <p><i>Know when a sequence has finished</i></p>
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				<p><i>Know when a sequence is starting</i></p> <p><i>Know when a sequence has finished</i></p> <p><i>Know we can use technology to create simple sequences</i></p> <p><i>Know how to find, retrieve and look at images on a screen e.g. computer, IWB, iPad</i></p> <p><i>Know that we can use technology to sort and classify data</i></p> <p><i>Know how to use a simple program to store data/information safely</i></p> <p><i>Know how to create different groups when data handling</i></p>	<p><i>Know we can use technology to create simple sequences</i></p> <p><i>Know how to find, retrieve and look at images on a screen e.g. computer, IWB, iPad</i></p> <p><i>Know that we can use technology to sort and classify data</i></p> <p><i>Know how to use a simple program to store data/information safely</i></p> <p><i>Know how to create different groups when data handling</i></p>
VOCABULARY	EYFS – Technology Pre-formal – look, listen, relax,	EYFS – Click, keys, buttons.	EYFS – interest, reach, repeat, point, use hand	EYFS – encounter, track, movements, play	EYFS – demonstrate, objects, comment, exploration

	<p>Semi-formal- touch, press, point</p> <p>Formal –switch, programme, l-pad</p>	<p>Pre-formal – Explore, select, look.</p> <p>Semi-formal – Identify, create, repeat.</p> <p>Formal – Operate, choose, respond.</p>	<p>Pre-formal – accept, objects, connections, repeat</p> <p>Semi-formal – technical, hardware, use, operate</p> <p>Formal – electronic, operate, device, keyboard, mouse</p> <p>EYFS –</p> <p>Pre-formal –</p> <p>Semi-formal –</p> <p>Formal –</p>	<p>Pre-formal – respond, explore, observe, activate</p> <p>Semi-formal – control, understand, press</p> <p>Formal – instructions, operate, press and explore</p> <p>EYFS – Start / Finished</p> <p>Pre-formal – Actions</p> <p>Semi-formal – Sequence</p> <p>Formal – Data/Information handling</p>	<p>Pre-formal – pointing, explore, solve, problems</p> <p>Semi-formal – sort, categories</p> <p>Formal – contribute, collect, compare</p> <p>EYFS – Start / Finished</p> <p>Pre-formal – Actions</p> <p>Semi-formal – Sequence</p> <p><u>Formal – Data/Information handling</u></p>
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SUBJECT: Science

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
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Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
Disciplinary Knowledge	<p>EYFS – Physical Development - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</p> <p>Know how to communicate their responses to questions about body parts.</p> <p>Know how to represent body parts</p> <p>Record simple information about body parts (two eyes, ears, feet etc)</p> <p>Know how to experience objects in their environment that help make them aware of their body parts.</p> <p>Know how to use explore the sense associated with each body part</p>	<p>EYFS –Understanding the World Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside</p> <p>Know and experience the difference / properties between paper wrapping and foil wrapping.</p> <p>Know and experience the difference between rain, hail and snow.</p> <p>Know and experience light that is sourced from different places.</p> <p>Know and experience electricity being activated to make lights come on.</p>	<p>EYFS – Understanding the World- Make connections between the features of their family and other families.</p> <p>Know that people they meet are different ages. Know people have different likes and interests.</p> <p>Know how to compare the likes of people.</p> <p>Know who to ask questions about safety.</p> <p>Know, explore and record the properties of materials.</p> <p>Know how to test the properties of materials.</p> <p>Know different toys from different times are made of different materials.</p> <p>Know how to test toys made from each material e.g. does plastic make good lego pieces, does wool make good hair, does wood make good houses, does metal make good cars and why?</p>	<p>EYFS – Understanding the World -Talk about the differences between materials and changes they notice.</p> <p>Know what a rainbow is.</p> <p>Know the seven colours of the rainbow.</p> <p>Know that Rain and Light contribute the formation of rainbows.</p> <p>Know and identify the difference between light and dark</p> <p>Know some colours have meaning- e.g. traffic lights, Cluster colours.</p> <p>Know what a prism is and what it does.</p>	<p>EYFS – Understanding the World - Explore how different materials sink and float.</p> <p>Know that water is wet.</p> <p>Know that water can flow</p> <p>Know that water can be stagnant.</p> <p>Know that some materials float</p> <p>Know that some materials sink.</p> <p>Know that you can balance some items on top of floating materials.</p> <p>Know that animals and plants need water to survive.</p> <p>Know the importance to keep hydrated in warm weather</p>
Vocabulary	<p>EYFS – hands</p> <p>Pre-formal – senses hands</p>	<p>EYFS- shiny or dull -Crinkly quiet squeeze squash</p> <p>Pre-formal- light or dark</p> <p>Semi-formal Ice, Water or Steam</p> <p>Formal</p>	<p>EYFS- Mum and Dad Sister Brother Aunt Uncle Grandma Grandad</p> <p>Pre-formal- Family</p> <p>Semi-formal- materials.</p> <p>Formal- <i>Preferences Test</i></p>	<p>EYFS- Colour</p> <p>Pre-formal- Rainbow</p> <p>Semi-formal Spectrum</p> <p>Formal- Prism</p>	<p>EYFS- Wet Water</p> <p>Pre-formal- flowing and Still</p> <p>Semi- formal- Sink and float</p> <p>Formal Hydrated (absorbed enough water)</p>

	Semi-formal – named body parts Formal – Record of information	Solid Liquid or Gas Activate			
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Communication and Interaction

LITERACY

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green Literacy	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER

KNOWLEDGE

<p>Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>EYFS</p> <p>Reading</p> <p>Birth to 11 months</p> <p>Enjoys looking at books and other printed material with familiar people.</p> <p>8-20 Months</p> <p>Handles books and printed material with interest.</p> <p>16-26 Months</p> <p>Interested in books and rhymes and may have favorites.</p> <p>26-36 Months</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>EYFS</p> <p>Reading</p> <p>Birth to 11 months</p> <p>Enjoys looking at books and other printed material with familiar people.</p> <p>8-20 Months</p> <p>Handles books and printed material with interest.</p> <p>16-26 Months</p> <p>Interested in books and rhymes and may have favorites.</p> <p>26-36 Months</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>EYFS</p> <p>Reading</p> <p>Birth to 11 months</p> <p>Enjoys looking at books and other printed material with familiar people.</p> <p>8-20 Months</p> <p>Handles books and printed material with interest.</p> <p>16-26 Months</p> <p>Interested in books and rhymes and may have favorites.</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>EYFS</p> <p>Reading</p> <p>Birth to 11 months</p> <p>Enjoys looking at books and other printed material with familiar people.</p> <p>8-20 Months</p> <p>Handles books and printed material with interest.</p> <p>16-26 Months</p> <p>Interested in books and rhymes and may have favorites.</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>EYFS</p> <p>Reading</p> <p>Birth to 11 months</p> <p>Enjoys looking at books and other printed material with familiar people.</p> <p>8-20 Months</p> <p>Handles books and printed material with interest.</p> <p>16-26 Months</p> <p>Interested in books and rhymes and may have favorites.</p> <p>26-36 Months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or
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<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>30-50 months:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognizes rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. 	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>30-50 months:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognizes rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. 	<p>26-36 Months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>30-50 months:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognizes rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. 	<p>Interested in books and rhymes and may have favorites.</p> <p>26-36 Months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>30-50 months:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognizes rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p>game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognizes rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognizes familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages.
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<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognizes familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <p>22-36 Months: •</p> <p>Distinguishes between the different marks they make.</p> <p>30-50 months:</p>	<ul style="list-style-type: none"> • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognizes familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <p>22-36 Months: •</p> <p>Distinguishes between the different marks they make.</p> <p>30-50 months:</p> <p>• Sometimes gives meaning to marks as they draw and paint.</p>	<ul style="list-style-type: none"> • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognizes familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p>	<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognizes familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <p>22-36 Months: •</p> <p>Distinguishes between the different marks they make.</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>ELG: Listening, Attention and Understanding – To begin to hold a conversation with an adult, responding to a question the adult has asked.</p> <p>ELG: Speaking – To begin to express their ideas.</p> <p>ELG: Comprehension – To anticipate, where appropriate key events in stories</p> <p>ELG: Word Reading – To continue to read aloud simple sentences.</p> <p>ELG: Writing - To make an attempt at writing which can be read by others.</p> <p>Pre formal</p>
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<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>ELG: Listening, Attention and Understanding – To continue to ask questions.</p> <p>ELG: Speaking – To continue to offer an idea about why thing might happen.</p> <p>ELG: Comprehension – To begin to use and understand recently introduced vocabulary during discussions about non-fiction texts.</p> <p>ELG: Word Reading – To continue to recognise and say a sound for letters in the alphabet. Begin to develop knowledge on digraphs.</p> <p>ELG: Writing - To continue to make attempts at spelling words.</p> <p>Pre formal</p> <p>To continue to share attention with an adult.</p> <p>To begin to respond to objects of reference and</p>	<ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. <p>ELG: Listening, Attention and Understanding – To ask questions to clarify their Understanding.</p> <p>ELG: Speaking – To offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.</p> <p>ELG: Comprehension – To continue to use and understand recently introduced vocabulary during discussions about non-fiction texts.</p> <p>ELG: Word Reading – To continue to develop knowledge on digraphs.</p> <p>ELG: Writing – To spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Pre formal</p>	<p>22-36 Months: •</p> <p>Distinguishes between the different marks they make.</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>ELG: Listening, Attention and Understanding – To turn to adult speaking to them</p> <p>ELG: Speaking – To offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction when appropriate.</p> <p>ELG: Comprehension – To begin to anticipate key events in stories</p> <p>ELG: Word Reading – To continue to develop knowledge on digraphs.</p>	<p>from left to right and top to bottom.</p> <p>Writing</p> <p>22-36 Months: •</p> <p>Distinguishes between the different marks they make.</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>ELG: Listening, Attention and Understanding – to comment in response to an adult talking to them in conversation</p> <p>ELG: Speaking – To offer an explanation as to why things might happen, making use of recently introduced vocabulary from poems when</p>	<p>To show a reaction/ response to different types of water e.g. sound, feel.</p> <p>To respond to water on different body parts, showing range of reactions.</p> <p>Semi Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to respond on hearing different volumes of voices</p> <p>Listening – to listen for longer periods to a favourite rhyme or song.</p> <p>Reading – to choose a book when offered a choice.</p> <p>Writing – to hold writing equipment with more control to make a mark.</p> <p>Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn with more independence. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p>
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<p>sensory cues related to the text.</p> <p>To begin to sustain concentration for short periods.</p> <p>Semi Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to demonstrate a verbal response to greet others</p> <p>Listening – to show a response on hearing sounds in the classroom</p> <p>Reading – to show enjoyment when interacting with an increasing range of books.</p> <p>Writing – to make marks or symbols in preferred mode of communication</p>	<p>To continue to respond to objects of reference and sensory cues related to the text.</p> <p>To continue to sustain concentration for short periods.</p> <p>Semi Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to use alternate methods to comment about an object</p> <p>Listening – to turn head to an adult talking</p> <p>Reading – to begin to turn books in hands</p> <p>Writing – to use different writing equipment to make marks or symbols</p>	<p>ELG: Writing - To begin to link words together to make a sentence.</p> <p>Pre formal</p> <p>To listen to a range of noises linking to everyday life e.g. laughing.</p> <p>To show an awareness of the sounds.</p> <p>Semi formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to use alternate methods to comment about an event</p> <p>Listening – to pause and listen to adult talking to them</p>	<p>appropriate.</p> <p>ELG: Comprehension – To begin to use and understand recently introduced vocabulary during discussions about poems</p> <p>ELG: Word Reading – To begin to read aloud simple sentences.</p> <p>ELG: Writing – to continue to link words together to make a sentence.</p> <p>Pre formal</p> <p>To observe a range of activities and express preferences e.g. cause and effect.</p> <p>To track pictures from left to right in social space.</p> <p>Semi Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and</p>	<p>Speaking – to change the volume of their voice</p> <p>Listening – to begin to listen, attend and follow a familiar/favourite story for a short time</p> <p>Reading – to select a familiar story on request</p> <p>Writing – to continue to trace or overwrite straight lines</p>
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	<p>Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn with more independence. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to greet others</p> <p>Listening – to respond to sounds in the classroom</p> <p>Reading – to show reading like behaviour by turning the pages in the book.</p> <p>Writing – to make vertical and horizontal strokes with support.</p> <p>To make circular strokes with support.</p>	<p>Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn with more independence. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to show curiosity and ask a question about the object</p> <p>Listening – to begin to listen and respond to simple questions</p> <p>Reading – to begin to show reading like behaviour by turning the pages in the book.</p> <p>Writing – to begin to make vertical, horizontal and circular strokes independently</p>	<p>Reading – to become interested on hearing a familiar rhyme</p> <p>Writing – to begin to make recognisable marks.</p> <p>Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn with more independence. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – To make a two word statement</p> <p>Listening – To turn head in the direction of an adult talking to them</p> <p>Reading – to begin to anticipate words, rhymes or events in a familiar and repetitive text.</p> <p>Writing – to make vertical, horizontal and circular strokes independently</p>	<p>See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to use alternate methods to ask a question</p> <p>Listening – to begin to follow adult to complete an action</p> <p>Reading – to begin to show anticipation during repetitive rhymes and songs</p> <p>Writing – to continue to make recognisable marks.</p> <p>Formal</p> <p>Phonics and early reading is taught through a variety of schemes / methods appropriate to each student, including Read Write Inc. (RWI) and See and Learn with more independence. Please follow sequenced plans /</p>	
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				<p>schemes etc for individual students identified to follow a scheme.</p> <p>Speaking – to answer daily questions to encourage talking</p> <p>Listening – to begin to listen and respond to instructions</p> <p>Reading – to listen and join in with poems on a 1:1 basis.</p> <p>Writing – to begin to trace or overwrite straight lines</p>	
<p>KEY VOCABULARY</p>	<p>EYFS – Use nouns in context - head, shoulders, knees and toes</p> <p>Pre-formal – listen to and associate nouns with selves - eyes, mouth, nose</p> <p>Semi-formal – use nouns to describe body part</p>	<p>EYFS – Enjoyment (enjoy is a verb, enjoyable is an adjective, enjoyment is a noun)</p> <p>Pre-formal – Favourite noun or adjective</p> <p>Semi-formal – Friends - noun</p> <p>Formal –Ceremony - noun</p>	<p>EYFS – Everyday - adjective</p> <p>Pre-formal – lyric - noun</p> <p>Semi-formal – rhythmic - adjective</p> <p>Formal – lyrical - adjective</p>	<p>Descriptive words</p> <p>EYFS – gleam</p> <p>Pre-formal – glare</p> <p>Semi-formal – Sunrise</p> <p>Formal – Moonlight</p>	<p>EYFS – answer/ response - noun</p> <p>Pre-formal – stream - noun</p> <p>Semi-formal – river - noun</p> <p>Formal – environment - noun</p>

	Formal – Identify nouns associated with body parts find				
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SUBJECT: History / Geography

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
Disciplinary Knowledge	<p>EYFS PSED - Begin to make sense of their own life-story and family's history / Begin to make sense of their own life-story and family's history See themselves as a valuable person</p> <p>NC Know that clothing changes over time Know that the clothes worn when they were babies no longer fit them. Know which clothes do fit them. Know when to ask questions about how to put clothing on with increasing independence. Know that they live in a house / flat Know their address</p>	<p>EYFS Understanding the World - Celebrate and value cultural, religious and community events and experiences. (Development Matters) Interpret a range of sources of geographical information, including maps, diagrams</p> <p>NC Know and experience simple maps.</p> <p>Know that different colours / textures can be used to represent different spaces.</p> <p>Know that different colours have meanings in reference to maps and geographical data</p>	<p>EYFS. Understanding the World - Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. (Development Matters) NC Know that we live on earth.</p> <p>Know there are rocks on earth dated from 3.5 billion years ago which was a very long time ago.</p> <p>Know that early man ate foods similar to foods we eat today</p> <p>Know that the earth was once covered in ice.</p> <p>Know early man faced many dangers and</p>	<p>EYFS. Understanding the World - Explore and respond to different natural phenomena in their setting and on trips. Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: • standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and minibeasts</p> <p>Know there is a kingdom of creepy crawlies / insects which share our world.</p>	<p>EYFS. Understanding the World - 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</p> <p>Know that the United Kingdom is surrounded by water.</p> <p>Know that water is around the edge of land. Know what an Island is. Know that water can change state. Know that water, when hot turns into a gas</p> <p>Know that some materials float and some sink in water.</p> <p>Know the sun is responsible for the states of water.</p>

	<p>Know that they live in England.</p> <p>Know how to recognise homes and other surrounding buildings</p> <p>Know that different people live in different types of home (e.g. bungalow if stairs are challenging)</p>	<p>Know that maps historically have been made from a range of materials.</p> <p>Know how to follow a trail within their own environment.</p> <p>Know how to create / identify features of their own environment on a simple map.</p> <p>Know different Geographical regions have their own climate. Eg. Lapland is cold.</p> <p>Know that there is a difference between outside and inside.</p> <p>Know where the local shops are and that goods can be carried using a range of old fashioned and modern vessels- wicker basket, tote bags, plastic.</p> <p>Know that some packaging can be recycled and other packaging may not.</p>	<p>modern man faces different dangers.</p> <p>Know what early man wore.</p> <p>Know what modern man wear</p> <p>Know the difference between day and night.</p> <p>Know the difference between Hot and Cold.</p>	<p>Know and recognise weather.</p> <p>Know the weather affects our planet.</p> <p>Know weather contributes to temperature changes.</p> <p>Know there is an abundance of colour in nature.</p> <p>Know the difference in seasons.</p>	
Vocabulary	EYFS – fit home	EYFS - maps, colours, places, shop rain, sun,		EYFS – Autumn winter spring and summer	EYFS - maps blue water Pre-formal – Wales Scotland England and Northern Ireland

	Pre-formal – house home Semi-formal – too big /too small, house garden Formal –fit, bungalow	cloud, dark, light, in and out Pre-formal – Day and night Semi-formal – trail Formal - recycled, packaging,	EYFS - Hot and cold Pre-formal – Early and late Semi-formal – Modern past and present Formal – Artefact and Ancient	Pre-formal – Seasons Earth Semi-formal – Flowers trees Formal – Flora and Fauna phenomena	Semi-formal – Ocean Globe Formal – Atates of matter Atlas
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Social, Emotional and Mental Health

SUBJECT: RE

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER

EYFS	Know how to manage their personal needs. Make good friendships with others	Know who their 'friends' are. Know how to interact with others appropriately.	Managing conflict with friends. Persist and wait for what they want and manage their frustrations.	Have confidence in their own abilities. Know about themselves.	Know what they can do for themselves. Know some simple ways of keeping themselves safe.
NC	Identify people who care for them and know about different families and how they may look different to theirs. Know about growth and changes to body. Know how to keep themselves safe. Know whose job it is to help keep us safe Know about the roles different people play in our lives. Know that simple hygiene routines can stop germs from spreading.	Know how to interact appropriately with others. Know the importance of respecting others. Know what a surprise is.	How to manage conflict with friends/peers. Know who to go to for help and advice when resolving conflict.	to identify what they are good at, what they like and dislike how to manage when finding things difficult how to ask for help	Identify a range of ways to keeping themselves safe in

Knowledge	<p>Know how to initiate an interaction with familiar staff.</p> <p>Know how to interact appropriately with familiar peers/adults.</p> <p>Know that there are different types of relationships: family, friends.</p> <p>Know who is important in their own life.</p> <p>Know how to respond to questions regarding their own bodies.</p> <p>Know that they can take <u>participate</u> in hygiene routines e.g. hand washing, toileting etc.</p> <p>Know how to interact appropriately with familiar peers/adults.</p>	<p>Know and identify different groups they are a part of e.g. family, friend, sports clubs, religious groups etc.</p> <p>Know how to greet others appropriately.</p> <p>Know what a surprise is.</p>	<p>Know and identify people who help us in class.</p> <p>Know and identify facial expressions depicting how people may be feeling.</p> <p>Know some ways in which we can help others when they are sad or upset.</p> <p>Know how to take turns with a familiar peer.</p>	<p>Know how to look in the mirror and identify themselves in pictures.</p> <p>Know and explore different parts of the head/face e.g. eyes, nose etc.</p> <p>Know and respond to questions about their physical features e.g. hair colour etc.</p> <p>Know what they can do well.</p> <p>Know how to ask for help.</p> <p>Know when we need help</p> <p>Know how to sustain an interaction with familiar adults.</p> <p>Know that there are things we can do now that we couldn't do before.</p>	<p>Know and describe some simple ways we can help keep ourselves physically safe within their immediate environment.</p> <p>Know why it is important to keep ourselves physically safe inside the classroom.</p> <p>Know and explore some simple ways of keeping safe around water, roads etc.</p>
Vocabulary	Family, Friends, growth, change, body parts.	Surprise, greet, space	Share, emotions, friends.	Strengths, weaknesses, facial features	Safety, danger, water, deep

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
DISCIPLINARY KNOWLEDGE	<p><i>PSED / PHYSICAL DEVELOPMENT - Know that our bodies need to be looked after</i></p> <p><i>Know how Christian's care for their bodies</i></p> <p><i>Know how to care for our body e.g. hand washing, eating, drinking, keeping clean</i></p>	<p>Understanding the World</p> <p><i>- Know that families come in many different forms, shapes and sizes</i></p> <p><i>Know the key close members of your own family</i></p> <p><i>Know that different families might celebrate different special days</i></p>	<p><i>PSED /</i></p> <p>Understanding the World - <i>Know that you belong - to a community</i></p> <p><i>Know what belonging means and recognise how it makes you feel</i></p> <p><i>Know how being part of a religion can create a sense of belonging</i></p>	<p><i>PSED -Know how to observe a range of colours and lights linking to focus religions</i></p> <p><i>Know how to experience exploring colours and lights in different environments</i></p> <p><i>Know how to observe and view some of the key symbols for Christianity and Buddhism</i></p>	<p><i>PSED - Know how to begin to manage emotions</i></p> <p><i>Know how to begin to develop ways of expressing simple emotions e.g. happy, sad</i></p> <p><i>Know how to develop a sense of positive self-belief</i></p> <p><i>Know how to celebrate own successes</i></p> <p><i>Know that your feelings matter</i></p> <p><i>Know how to begin to show respect for others and their belongings</i></p>

	<p><i>Know how Sikhs prepare their bodies for prayer</i></p> <p><i>Know about our own personal hygiene routines and how these are same/different to religious people</i></p>	<p><i>Know what special days are important to you</i></p> <p><i>Know how to experience and tolerate exploring a range of special days and events</i></p> <p><i>Know some of the key special days celebrated in Hinduism</i></p> <p><i>Know some of the key special days celebrated in Christianity</i></p>	<p><i>Know some of the significant events for Christians</i></p> <p><i>Know some of the significant events for Muslims</i></p> <p><i>Know how to remember significant events that are important to you</i></p>	<p><i>Know how to respond to and show preferences to the symbols observed</i></p>	<p><i>Know that respect is a key value in Christianity and Judaism</i></p> <p><i>Know how to begin make good friendships with support and guidance</i></p> <p><i>Know how to co-operate with others</i></p> <p><i>Know how to resolve conflicts peacefully with support</i></p>
VOCABULARY	<p>EYFS – My body Pre-formal – Care Semi-formal - Sikhism/Christianity Formal - Prayer</p>	<p>EYFS – Family Pre-formal – Religion Semi-formal – Special days Formal – Hinduism/Christianity</p>	<p>EYFS – Sharing Pre-formal – Special event Semi-formal – Community Formal – Belonging</p>	<p>EYFS – symbols Pre-formal – Colour as a religious representation Semi-formal – <i>Light as a religious representation</i> Formal – Buddhism/Christianity</p>	<p>EYFS – happy Pre-formal – sad Semi-formal – friendship Formal – respect</p>

Physical, Sensory and Medical

SUBJECT: Art

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
DISCIPLINARY KNOWLEDGE	<p><i>EXPRESSIVE ARTS AND DESIGN - Know that tools can be used to make a mark/pattern e.g. pens, pencils</i></p> <p><i>Know that marks can represent ideas</i></p> <p><i>Know the key features on a face e.g. eyes, nose, mouth, ears</i></p> <p><i>Know that different shapes can represent ideas e.g. round face</i></p> <p><i>Know how to use a range of drawing materials e.g. pens, pencils, colouring pencils</i></p> <p><i>Know how to create different marks using some drawing techniques e.g. straight lines, scribbles, circles</i></p>	<p><i>EXPRESSIVE ARTS AND DESIGN - Know how experiment joining objects together using different techniques e.g. glue stick, tape, PVA</i></p> <p><i>Know how to tolerate exploring a range of different textures and materials</i></p> <p><i>Know how to explore a range of materials and textures in a creative way</i></p> <p><i>Know what a 3D model is</i></p> <p><i>Know how to create a 3D model to represent a simple idea</i></p>	<p><i>EXPRESSIVE ARTS AND DESIGN - Know how to experiment painting with a range of tools e.g. paint brush, hand prints, finger painting, rollers, sticks</i></p> <p><i>Know some of the colour names</i></p> <p><i>Know how to make choices about which colours to use</i></p> <p><i>Know that different coloured paints can be mixed to create new colours</i></p> <p><i>Know how to experiment with mixing a range of colours and observing the outcomes</i></p>	<p><i>EXPRESSIVE ARTS AND DESIGN</i></p> <p><i>Know that a colouring pencil needs sharpening like a pencil</i></p> <p><i>Know how to use colouring pencils freely to make marks</i></p> <p><i>Know how to experiment with using different techniques when using colouring pencils e.g. lines, scribbles, dots</i></p> <p><i>Know how to experiment using different coloured colouring pencils</i></p>	<p><i>EXPRESSIVE ARTS AND DESIGN - Know that a collage is a combination of various different materials e.g. photographs, pieces of paper, fabric</i></p> <p><i>Know how to explore collages, feeling the different contrasting textures created</i></p> <p><i>Know how to use tools such as scissors and glue to create a collage with support</i></p> <p><i>Know how to experiment using different materials given to create collages</i></p> <p><i>Know how to experiment using ICT software to create 'watery' effects to add to collages</i></p>
VOCABULARY	<p>EYFS – mark</p> <p>Pre-formal – colour</p> <p>Semi-formal – drawing</p> <p>Formal – lines</p>	<p>EYFS – glue</p> <p>Pre-formal – join</p> <p>Semi-formal – texture</p>	<p>EYFS – paint</p> <p>Pre-formal – colour mixing</p> <p>Semi-formal – colour mixing</p> <p>Formal – tools</p>	<p>EYFS – colouring pencils</p> <p>Pre-formal – dots</p> <p>Semi-formal – shape</p> <p>Formal – sharpener</p>	<p>EYFS – material</p> <p>Pre-formal – textile</p> <p>Semi-formal – collage</p> <p>Formal – combine</p>

		Formal – Dimensional (2D /3D)			
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SUBJECT: DT

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY (Y2 Yellow, Autumn A & Y1-Orange, Red, Spring A, Purple Y1 Autumn)	CELEBRATIONS & CULTURE <i>EVERY DAY MATERIALS</i>	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & WATER
Disciplinary Knowledge	<p>CHECK ALLERGIES EYFS - Understanding the World - to make sense of the 'made world' in which they live (</p> <p>Know what is healthy to eat. Know that healthy food can come from the ground (plants) Know how to prepare simple healthy snacks</p> <p><i>Know that healthy food can include meat, fish, eggs and dairy products.</i></p>	<p>EYFS Understanding the World / Expressive Arts and design Know how to; ..Explore materials with different properties. Explore natural materials, indoors and outside</p> <p>..Design and make in the home, school and garden. ..Explore colour, tone and textures ..Develop drawing and ..Model Making ..Name colours ..Explore colour mixing NC – Know how to;</p>	<p>EYFS – PSED - Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture</p> <p>Know how to recognise ones self. Know how to share toy preferences. Know how to recognise family members. Know which toys move Know which toys are soft.</p>	<p>EYFS - Understanding the World - Explore materials indoors and out. Know how to create a fruit salad using lots of colours. Know how to plan a project Know how to realise an initial idea. Know how to simply evaluate your own work. Know how to evaluate the work of others. Know how to make a project with folds.</p>	<p>EYFS – COMMUNICATION AND LANGUAGE Know how to plan an outdoor project. Know what is needed to weatherproof an outdoor project. Know what forms of water are found outdoors. Know the difference between hard and soft. Know the difference between wet and dry. Know how to work as a team. Know to share resources.</p>

design purposeful,
functional, appealing
products for
themselves and other
users based on
design criteria
generate, develop,
model and
communicate their
ideas through talking,
drawing, templates,
mock-ups and, where
appropriate,
information and
communication
technology
Make § select from
and use a range of
tools and equipment
to perform practical
tasks [for example,
cutting, shaping,
joining and finishing]
Know how to cook
and apply the
principles of nutrition
and healthy eating

Know which toys can be
activated by a switch

Know how to
communicate memories
depicted in a photograph

Know how to make a
project using two
contrasting mediums

Vocabulary	<p>EYFS – healthy food</p> <p>Pre - Formal – plant based food (e.g. plant based sausage)</p> <p>Semi-Formal – meat and fish preparation (e.g. tuna and sweetcorn mix)</p> <p>Formal– dairy food (e.g. eggs and cheese for an omelette)</p>	<p>EYFS –curves</p> <p>Pre - Formal – sticky fluids (glues, foods)</p> <p>Semi-Formal – moving cards/ invitations</p> <p>Formal– Interesting invitations</p>	<p>EYFS- Remember</p> <p>Pre-formal- Memory</p> <p>Semi-formal- articulate</p> <p>Formal- reminiscent</p>	<p>EYFS- Plan</p> <p>Pre-formal- variety</p> <p>Semi-formal- Evaluate</p> <p>Formal- Analysis</p>	<p>EYFS- wet</p> <p>Pre-formal- Water</p> <p>Semi-formal outdoors/ indoors</p> <p>Formal- summary</p>
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SUBJECT: Music

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
COVERAGE AND PROGRESS SKILLS	Music: Rhythm - Body percussion	Music: Playing and singing music for Celebrations	Music: Singing /activating old songs	Music: Using colours to indicate an instruments / sound	Music: Creating music using sounds found around school. Timbre – Musical ways to imitate water.

EYFS	<ul style="list-style-type: none">• Make rhythmical and repetitive sounds.	<ul style="list-style-type: none">• Explore their voices and enjoy making sounds.• Explore and engage in music making and dance, performing solo or in groups	<ul style="list-style-type: none">• Anticipate phrases and actions in rhymes and songs, like 'Peepo'• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	<ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings	<ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas.
NC	<ul style="list-style-type: none">• experiment with, create, select and combine sounds	<ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none">• listen with concentration and understanding to a range of high-quality live and recorded music	<ul style="list-style-type: none">• play tuned and untuned instruments musically
DISCIPLINARY KNOWLEDGE	<p><i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development - Know that we can use our bodies to make sounds and music</i></p> <p><i>Know how to experiment using body parts to make sounds e.g. clapping hands, tapping feet</i></p> <p><i>Show an interest in other people using</i></p>	<p><i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development - Know that we can use our voices to sing and make musical sounds</i></p> <p><i>Know that music can be used in celebrations</i></p> <p><i>Know and join in with simple songs for celebrations e.g.</i></p>	<p><i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development - Know how to experiment with making different sounds with our voice</i></p> <p><i>Know how to vocalise when hearing music</i></p> <p><i>Know how to activate preferred songs e.g. through using a switch</i></p>	<p><i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development -</i></p> <p><i>Know how to use colours to represent different instruments</i></p> <p><i>Know how to follow along and play music that has been written down e.g. follow along with the colours</i></p>	<p><i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development - Know how to use simple recording devices to record sounds found around school with support</i></p> <p><i>Know how to begin take part in listening walks to identify and locate sounds found in different locations around school</i></p> <p><i>Know how to experiment using instruments, objects, body percussion to recreate sounds heard around school</i></p> <p><i>Know that different water can make different sounds e.g. jumping into water</i></p>

	<p><i>body percussion to make sounds</i></p> <p><i>Know how to listen and recall a sound made through body percussion</i></p> <p><i>Know how to copy and repeat a simple sound pattern using body percussion</i></p>	<p><i>happy birthday, Christmas songs</i></p> <p><i>Know that music can evoke certain emotions e.g. happiness, joy</i></p> <p><i>Know that music can be shared to bring people together</i></p> <p><i>Know that we can sing in call and response e.g. repeat/copy</i></p>	<p><i>Know how to be still and listen to music</i></p> <p><i>Know and recognise familiar songs</i></p> <p><i>Know how to show enjoyment when hearing familiar songs and rhymes</i></p> <p><i>Know how to show enjoyment when listening to music from different time periods</i></p> <p><i>Know that songs from a long time ago may sound different</i></p>	<p><i>Know how to take turns when playing music</i></p> <p><i>Know the names of specific percussion instruments e.g. drum, tambourine, maracas</i></p> <p><i>Know how to listen carefully to music to recognise the different sounds/instruments used</i></p>	<p><i>splash, ocean wave sounds, tap running/trickling, water dripping, raindrops</i></p> <p><i>Know how to use untuned percussion instruments to create sounds with increasing accuracy</i></p>
VOCABULARY	<p>EYFS – listen</p> <p>Pre-formal – clap</p> <p>Semi-formal – copy</p> <p>Formal – repeat</p>	<p>EYFS – sound</p> <p>Pre-formal – voice</p> <p>Semi-formal – sing</p> <p>Formal – call and response</p>	<p>EYFS – perform</p> <p>Pre-formal – chant</p> <p>Semi-formal – rhyme</p> <p>Formal – tune</p>	<p>EYFS – turn/part</p> <p>Pre-formal – drum</p> <p>Semi-formal – maracas</p> <p>Formal – tambourine</p>	<p>EYFS – splash</p> <p>Pre-formal – listening walk</p> <p>Semi-formal – ocean waves</p> <p>Formal – trickling water</p>

SUBJECT: PE

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR	ENVIRONMENT & WATER
COVERAGE AND PROGRESS SKILLS	<p>I can identify common body parts.</p> <p>I can use my four senses to explore.</p> <p>I can help keep my body healthy.</p>	<p>I can explore and use a range of colour and materials.</p> <p>I can use and explore safety resources e.g. science goggles, cooking gloves, gardening equipment.</p>	<p>I can use and explore toys from different times (new and old)</p> <p>I can look at photos of myself and family.</p>	<p>I can name simple colours.</p> <p>I can notice and explore different colours.</p>	<p>I can explore and use natural materials found inside and outside.</p> <p>I can use water play to learn basics in pouring, capacity and floating and sinking.</p>
Knowledge	<p><i>EYFS - Physical Development - Know how to keep fit.</i></p> <p><i>Know what exercises help different body parts.</i></p> <p><i>Know about some actions related to exercise</i></p> <p>EYFS – Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity - Physical Development PSED</p> <p>Know how to move the body.</p> <p>Pre-formal – Know where the body is in the space around self. Know how to improve control and body strength.</p> <p>Semi-formal- Know how to move the body in different ways confidently. Know that they can develop their fine and gross motor skills with support.</p>	<p>EYFS – Physical Development, PSED</p> <p>Know that bodies are affected by emotions associated with parties and celebration.</p> <p>Know that regular movement has an impact on bodies.</p> <p>Know how to use bodies to stretch into clothes</p> <p>Know where there bodies are in space.</p> <p>Know how to reach out for motivating stimuli</p> <p>Know how to begin to move bodies for a purpose.</p> <p>Know which part of the body moves for what reason.</p> <p>Know simple dance moves that can be used at a celebration.</p>	<p>EYFS – Physical Development – Understanding the World</p> <p>Know how to use our bodies to manipulate toys.</p> <p>Know that different materials feel differently against skin.</p> <p>Know that games have winners and losers</p> <p>Know how children played games a long time ago.</p> <p>Know how to support vessels to take a drink.</p> <p>Know what we eat fuels our bodies.</p>	<p>EYFS – Physical Development /</p> <p>Know how to select clothing, identify colours and begin to try on.</p> <p>Know to build appropriately with a range of stimuli.</p> <p>Know to clap and stamp to music.</p> <p>Know to wave arms to music</p>	<p>EYFS – Physical Development /</p> <p>Know how to become more confident, competent, creative and adaptive movers.</p> <p>Know how to use simple tools- table top scissors, scissors.</p> <p>Know how to use equipment to support gross movement</p>

	Formal – Know how to make shapes with ones body. Know that they can develop their fitness by using a sequence of actions.		Know that early man ate a very different diet in comparison to modern day Know how to push	Know how to begin to use sequences to move bodies. Know how to ‘gallop’ or how to ‘slither’. Know how to stack	Know how to use equipment to support fine motor skills. Know what types of foods can be ingested to support healthy lifestyles. Know how to lift objects. Know how the difference between moving in the outdoors or indoor areas.
Key Vocabulary	<i>EYFS-Ball</i> <i>Pre Formal-Move</i> <i>Semi Formal-quick</i> <i>Formal-hot</i>	Tier 1 Stretch Tier 2 Balance Tier 3 Dance	Tier 1 Win and Lose Tier 2 Fair play Tier 3 Fuel	Tier 1 Clap and Stamp Tier 2 Gallop and Slither Tier 3 Sequence	Tier 1 Lift Tier 2 Reach Grasp. Tier 3 adaptive