

# Long Term Plan: Year 2 Curriculum Objectives

Subject	Autumn 1 How does the weather change?	Autumn 2 Who was to blame for The Great Fire of London?	Spring 1 Where would you prefer to live, East Coast England or East Coast Australia?	Spring 2 Were the journeys of Captain Cook and Dr Nicholas Patrick significant?	Summer 1 Why is the River Tees known as 'The Mighty River'?	Summer 2 What did the Wright brothers do to make them famous?
English	<p><b>Reading</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>reread these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul> </li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>			<p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> </li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> </li> </ul>		

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## Vocabulary, grammar & punctuation

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

- learning how to use both familiar and new punctuation correctly (see English [Appendix 2](#)), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- [expanded noun phrases to describe and specify](#)
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- learning the grammar for year 2 in English [Appendix 2](#)
- some features of written Standard English

Use and understand the grammatical terminology in English [Appendix 2](#) in discussing their writing and reading.

### Appendix 2

## Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

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Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command,</p> <p>compound, adjective, verb,</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

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Mathematics	<p>*Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>*Compare and order numbers from 0 up to 100; use &gt;, &lt; and = signs.</p> <p>*Count in steps of 2 and 5 from 0, forward and backward</p> <p>*Count in tens from any number, forward and backward</p> <p>*Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100</p> <p>*Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) and equals (=) signs</p> <p>*Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>*Show that multiplication of two numbers can be done in any order (commutative) and the division of one number by another cannot.</p> <p>*Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> of a length, shape, set of objects or quantity</p> <p>*Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p>	<p>*Count in steps of 3 from 0 forwards and Backwards.</p> <p>*Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot)</p> <p>* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>*Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (<math>\div</math>) and equals (=) signs.</p> <p>*Recognise, find, name and write fractions <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>*Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>*Tell and write the time – quarter past/to the hour – and draw the hands on a clock to show these times.</p> <p>*Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>	<p>*Read and write numbers to at least 100 in numerals and in words TAF -WTS</p> <p>*Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>*Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>-a two-digit number and ones</li> <li>-a two-digit number and tens</li> <li>-two two-digit numbers</li> <li>-adding three one-digit Numbers.</li> </ul> <p>*Add and subtract two two-digit numbers</p> <p>*Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>*Write simple fractions (for example <math>\frac{1}{2}</math> of 6 = 3).</p> <p>*Identify 2-D shapes on the surface of 3-D shapes</p> <p>*Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>*Identify, represent and estimate numbers using different representations, including the number line.</p> <p>*Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; &amp; applying their increasing knowledge of mental and written methods</p> <p>*Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>*Find combinations of coins that equal the same amounts of money</p> <p>*Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>*Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers</p> <p>*Compare and order lengths and record the results using &gt;, &lt; and =</p> <p>*ell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these</p>	<p>*Use place value and number facts to solve problems.</p> <p>*Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>*Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales</p> <p>*Compare and order mass and record the results using &gt;, &lt; and =</p> <p>*Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit using measuring vessels</p> <p>*Compare and order volume/capacity and record the results using &gt;, &lt; and =</p>	<p>*Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>-using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>-applying their increasing knowledge of mental and written methods.</li> </ul> <p>*Know the number of minutes in an hour and number of hours in a day</p> <p>*Compare and sequence intervals of time.</p> <p>*Choose and use appropriate standard units to estimate and measure temperature (<math>^{\circ}\text{C}</math>) to the nearest appropriate unit using thermometers</p> <p>*Compare and order lengths and record the results using &gt;, &lt; and =</p> <p>*Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>*Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns.</p> <p>*Interpret and construct simple pictograms, tally charts, block diagrams</p>
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				times.		and simple tables *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity -Ask and answer questions about totalling and comparing categorical data
Science	<b>Working Scientifically:</b> <ul style="list-style-type: none"><li>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</li><li>asking simple questions and recognising that they can be answered in different ways</li><li>observing closely, using simple equipment</li><li>performing simple tests</li><li>identifying and classifying</li><li>using their observations and ideas to suggest answers to questions</li><li>gathering and recording data to help in answering questions.</li></ul>					
Science	<b>Uses of everyday materials</b>  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses  Compare how things move on different surfaces.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>Animals including humans</b>  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Living things and their habitats</b>  Explore and compare the differences between things that are living, dead, and things that have never been alive  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.	<b>Plants</b>  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.	<b>Seasonal Changes</b>	
Computing	<b>Computer Science</b> Relay the order in which things need to be done to make something happen and talk about this as an algorithm. Program a floor robot or software to do a particular task. Use programming software to make objects move. Watch a program execute and spot where it goes wrong so that it can be debugged.  <b>Multimedia</b> Use technology to organise and present ideas in different ways. Use the keyboard to add, delete and space text for others to read. Tell others about an online tool that will help to share ideas with other people. Save and open files. Use an increasing variety of tools and effects in paint programs and talk about choices. Create own documents, adding text and images. Use templates to make electronic books individually and in pairs Explore the effects of sound and music in animation and video Use keyboard to enter text (index fingers left and right hand). Know when and how to use the RETURN/ENTER key. Use SHIFT and CAPS LOCK to enter capital letters. Use DELETE and BACKSPACE buttons to correct text. Create sentences, SAVE and edit them later.					

# Long Term Plan: Year 2 Curriculum Objectives

## Online Safety

Recognise the Internet as an exciting place to be and begin to make good choices about age appropriate activities. Understand there are a variety of sources of information and begin to recognise the differences. Recognise different types of content on websites (e.g. adverts, links) and know that some things may not be true or safe.

## Handling Data

Ask questions and consider how to collect information. Collect data; generate graphs and charts to find answers. Save and retrieve the data to show to others. Create paper/object decision trees and explore a branching database. Take and save photographs, video and record sound to capture learning. Use microscopes or other devices to capture and save magnified images. Investigate different types of digital data e.g. online encyclopaedias

## Information Technology

Know why we use technology in the classroom. Know why we use technology in my home and community. Begin to understand that other people have created the information we use. Identify benefits of using technology including finding information, creating and communicating. Talk about the differences between the Internet and things in the physical world.

IT around us

Digital photography

Robot algorithms

Pictograms

Digital music

Programming quizzes

**Computing Systems and Networks**

**Creating Media**

**Programming A**

**Data and Information**

**Creating Media**

**Programming B**

History

**Who was to blame for The Great Fire of London?**

- Using and understanding sources of evidence and understanding historical interpretation
- I can compare different sources of evidence about and event and identify some similarities and differences.
- I can say which sources (from a selection) are likely to be most useful for a task.
- Chronology, knowledge and understanding, significance and using and understanding sources of evidence
- I can include some details when I talk/write about an

**Were the journeys of Captain Cook and Dr Nicholas Patrick significant?**

- Cause consequence
- I can pick out some reasons for and results of people's actions.
- Chronology, knowledge and understanding and using and understanding sources of evidence
- I can include some details when I talk/write about people from the past.
- I can compare different sources of evidence about a person and point out some similarities and differences.
- Chronology, knowledge and understanding and understanding historical interpretations
- I can place events on a timeline.
- I can say which sources (from a selection) are likely to be the most useful for a task.
- Chronology, knowledge and understanding and continuity and change

**What did the Wright brothers do to make them famous?**

- Significance
- I can point out which people were historically important.
- Chronology, knowledge and understanding and using and understanding sources of evidence
- I can include some details when I talk/write about features from the past.
- I can compare different sources of evidence about an object and point out some similarities and differences.
- Chronology, knowledge and understanding and understanding historical interpretations



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		<p>event or person.</p> <ul style="list-style-type: none"> <li>• I can identify which people were historically important.</li> <li>• I can compare different sources about a person and identify some similarities and differences.</li> <li>• Understanding historical interpretations and knowledge and understanding</li> <li>• I can say which sources (from a selection) are likely to be the most useful for a task.</li> <li>• I can include some details when I talk/write about an event.</li> <li>• Chronology, knowledge and understanding and using and understanding sources of evidence</li> <li>• I can place events on a timeline.</li> <li>• I can compare different sources about a person and identify some similarities and differences.</li> <li>• Cause and consequence</li> <li>• I can identify some results of people's actions and events.</li> </ul>		<ul style="list-style-type: none"> <li>• I can include some details when I talk/write about events and people from the past.</li> <li>• I can point out some similarities and differences between aspects of life at different times in the past.</li> <li>• Cause and consequence</li> <li>• I can pick out some reason for and results of people's actions and events.</li> </ul>		<ul style="list-style-type: none"> <li>• I can include some details when I talk/write about people from the past.</li> <li>• I can say which sources (from a selection) are likely to be the most useful for a task.</li> <li>• Continuity and change</li> <li>• I can point out some similarities and differences between aspects of life at different times in the past.</li> <li>• Cause and consequence</li> <li>• I can pick out some reasons for and results of people's actions and events.</li> </ul>
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Geography	<p><b>How does the weather change?</b></p> <p><b>Human and Physical Geography:</b> Identify seasonal and daily weather patterns in the United Kingdom. -Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. -Use basic geographical vocabulary (<i>see vocabulary section</i>).</p>		<p><b>Where would you prefer to live, East Coast England or East Coast Australia?</b></p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting Non-European country (Australia).</p> <p><b>Geographical Skills and Fieldwork</b> Use world maps, atlases, and globes to identify the countries, continents, and oceans of the world studied at this key stage (<i>Australia focus</i>). -Use Ariel photographs to recognise landmarks and basic human and physical features (<i>comparison between the two</i>).</p>		<p><b>Why is the River Tees known as 'The Mighty River'?</b></p> <p><b>Locational Knowledge</b> Name and locate main countries and continents that are home to major rivers.</p> <p><b>Geographical Skills and Fieldwork</b> Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map (<i>River Tees focus</i>). Use Ariel photographs, plan perspectives, simple fieldwork and observational skills to recognise landmarks and basic human and physical features around the River Tees; devise a simple map <i>of the River Tees</i> and local area; and use and construct basic symbols in a key.</p>	
Design & Technology		<p><b>Explore</b> Explore and evaluate how wheels move on a simple toy. Research changes in fire engines. Make mock ups using construction kits.</p> <p><b>Design</b> Understand how a product works and how it used Identify the materials used to make the product Design product to meet criteria- moving wheels Plan, draw/record and talk through ideas Create templates, mock ups and explore my ideas pinion about the product</p> <p><b>Make</b> Select tools and components to perform the task-- measure, mark, cut and</p>		<p><b>Cooking and Nutrition</b> To know basic principles of a healthy diet To understand where food comes from Sort food into food groups- use the Eat well plate.</p> <p><b>Technical Knowledge/Design</b> To prepare a healthy dish Through talking and drawings plan and develop ideas Select ingredients To use a range of tools (name and use safely)cut, peel, grate</p> <p><b>Evaluate</b> Taste and evaluate own products</p>		<p><b>Explore</b> Evaluate and explore moving pictures in books and toys. Look at pop ups and levers.</p> <p><b>Technical Knowledge</b> Explore and use mechanisms such as sliders, spinners and levers</p> <p><b>Design</b> Design an idea to meet a criteria-toy/picture must move. Through talking and drawings plan and develop ideas Use mock-ups/templates to test ideas, discuss how they work.</p> <p><b>Make</b> Use cutting drawing and finishing techniques. Select from a range of tools and materials for cutting, joining and finishing.</p>



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		<p>shape materials and finishing the products.</p> <p>Select materials according to suitable characteristic</p> <p><b>Evaluate</b></p> <p>Evaluate how my product met the design ideas and suggest how they can be improved</p> <p><b>Technical Knowledge</b></p> <p>Use construction kits and mechanical components- wheels and axles</p> <p>Test the final design</p>				<p>Select and use components</p> <p><b>Evaluate</b></p> <p>Evaluate own design</p>
Art & Design	<p>Explain likes and dislikes of own artwork by commenting on the techniques used.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work.</p> <p>Express thoughts and feelings about famous works of art.</p> <p>Describe the emotions a piece of art brings about.</p> <p>Identify the changes that could be made to improve own artwork.</p>		<p>Use a range of tools while painting, such as hands, brushes, rollers and stamps. Show control when mark making.</p> <p>Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas.</p> <p>Be able to make tints using white paint and shades using black paint.</p> <p>Mix colours well to create different shades and tones.</p> <p>Name the primary colours.</p> <p>Predict which secondary colour will be made when mixing two primary colours.</p>		<p>Take a simple photograph using technology.</p> <p>Take a portrait photograph using technology.</p> <p>Use simple paint software to create a picture.</p> <p>Zoom into photographs to focus on particular details.</p>	
Physical Education	<p><b>Sport &amp; Games</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Perform dances using simple movement patterns.</li> </ul> <p><b>Swimming and water safety</b></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>					
	Hockey	Dance	Gymnastics	Ball skills (Tennis)	Ball skills (striking and fielding Rounders)	Athletics (field)
	Gymnastics	Ball skills (netball)	Invasion Game (Football)	Health and Fitness	Athletics (Track events)	OAA

# Long Term Plan: Year 2 Curriculum Objectives

Music	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>					
	<ul style="list-style-type: none"> <li>• To sing increasingly more complex songs with increasing pitch accuracy</li> <li>• To understand the difference between rhythm and pulse and to begin to alternate between the two</li> <li>• To recognise crotchets, crotchet rests, quavers and semiquavers and be able to identify patterns of written notes from their sound</li> <li>• To develop an understanding of pitch and how it is represented in written music</li> <li>• To write rhythms that correspond with given words/phrases</li> <li>• To understand the key words pulse, rhythm, pitch</li> </ul>	<ul style="list-style-type: none"> <li>• To sing songs, exploring 'loud' and 'soft', 'high' and 'low', 'spikey' and 'smooth', 'fast' and 'slow' voices</li> <li>• To begin to recognise different instruments demonstrated in recorded performances</li> <li>• To explore use of music/sound to represent various pictures and stories</li> <li>• To begin to understand/make use of the musical terminology 'Forte/piano', 'Staccato/Legato', 'Allegro/Adagio' and apply them to examples of music</li> <li>• To understand dynamics and be able to adjust voices and instruments using musical symbols 'f' and 'p'.</li> <li>• To create a soundscape, using suitable percussion instruments to express elements of a story</li> <li>• Within the soundscape, make use of prescribed musical ideas including simple melodic ideas.</li> <li>• Continue to demonstrate, with increasing recognition, the use of crotchets, crotchet rests, and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing songs written by famous composers with increasing accuracy</li> <li>• Continue to sing songs with increasing complexity, embracing the concept of singing in parts.</li> <li>• To identify a broader range of instruments, in particular those of the orchestra, and discuss in more detail elements of the sound making process specific to each one.</li> <li>• To watch videos of orchestral music and identify the instruments and musical features</li> <li>• To listen to famous musical works and answer specific questions about various musical features, using musical terms previously discussed</li> <li>• To perform short excerpts from famous historical musical works.</li> <li>• Key words will include: woodwind, brass, percussion, strings, and instrument names, techniques such as pizzicato and arco, trill and glissando.</li> <li>• Students should also be able to use previously learned key words and apply them correctly when discussing musical excerpts.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing increasingly complex songs written by famous composers with increasing accuracy</li> <li>• Continue to sing songs with increasing complexity, embracing the concept of singing in parts.</li> <li>• To listen to music written by famous historical composers and discuss the music, using previous knowledge of musical terms</li> <li>• To learn facts about specific composers and begin to recognise the difference between compositional styles</li> <li>• To perform increasingly complex short excerpts from famous historical musical works and learn to transcribe them using basic online music software such as Chrome Music Lab.</li> <li>• Key words will include: J.S. Bach. W.A. Mozart, Beethoven, Pagannini, and Louis Armstrong.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn songs from different countries and traditions and discuss their differences to more familiar music</li> <li>• To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response' and 'repetition'.</li> <li>• To learn about instruments and features specific to music from various countries and begin to consider cultural and social elements that have shaped the music</li> <li>• To apply knowledge from previous terms to perform basic world music ensemble pieces using pitched and unpitched instruments with increasing accuracy</li> <li>• To perform songs and instrumental music using the key term 'call and response' relating to African Traditional Music.</li> </ul>	Performance
Religious Education	<b>Christmas:</b> Begin to describe key features of the Nativity story Begin to suggest why Christians celebrate in the way they do <b>Easter:</b> Retell some of the key features of the Easter story					

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	<p>Suggest meanings for religious actions and symbols</p> <p><b>Founders and leaders- Sikhism:</b> Will explain the key events in the life of Guru Nanak Understand the importance Guru Nanak has for Sikhs today</p> <p><b>Founders and leaders- Christianity:</b> Retell the stories covered in this unit with some detail Suggest meanings for the stories showing that Jesus used stories to teach people about God and how they should live their lives</p> <p><b>Sacred Texts- Sikhism:</b> Identify some features of the Guru Granth Sahib Explain what the mool mantar is and why it is important</p> <p><b>Sacred Texts- The Qur'an:</b> Identify how and why the Qur'an is treated with respect Explain why its importance to Muslims.</p> <p><b>Sacred Texts- The Torah:</b> Identify some features of the Torah Explain what the Torah teaches Jews about God.</p>					
	<p><b>Sikhism</b></p> <p>Guru Granth Sahib: A living Guru</p>	<p><b>Christianity</b></p> <p>Why do Christians celebrate Christmas?</p>	<p><b>Christianity</b></p> <p>What did Jesus leave behind?</p>	<p><b>Christianity</b></p> <p>Why do Christians remember the last supper?</p>	<p><b>Islam</b></p> <p>Why is the Qur'an a sacred book?</p>	<p><b>Judaism</b></p> <p>The Torah: God's law for the Jews</p>
PSHE	<p><b>Being in My World</b></p> <p>Railway Safety Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>World Mental Health Day</p>	<p><b>Celebrating Difference</b></p> <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Anti-bullying Week</p>	<p><b>Dreams and Goals</b></p> <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Children's Mental Health Week</p>	<p><b>Healthy Me</b></p> <p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><b>Relationships</b></p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p><b>Changing Me</b></p> <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Water Safety</p>