

## Year 2 Unit of Learning – Autumn 1

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Rhapsody in Blue</b></p> <p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Imagination is a powerful tool for extending our ability to think, create and express ourselves.</b></p> <p style="text-align: center;">Heroes and Monsters</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is imagination? How do people use their imagination? Who is a good thinker?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content <b>I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</b></p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p><b>Text and Multimedia, Images, Video</b> and Animation, Sound, Electronic Communication, <b>Digital Research</b>, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>Where the Wild Things Are</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Royal Naval College - Myths and Masks</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p><b>Hinduism 1, Hindu Worship Unit 2</b></p> <p><b>Key Questions</b></p> <p>What is the importance of families in Hinduism? Why are honesty and truthfulness important in Hinduism? How do Hindus pray at home and in the Temple?</p> <p><b>The Hindu Home</b></p> <p>Respect for all people and living things, the importance of caring for others, importance of honesty and truthfulness love and loyalty between member of the extended family value of the relationship between brother and sister and the Festival of Raksha Bandhan, worship at home – the home shrine, Namaste - symbol of respect and greeting</p> <p><b>The Hindu Mandir</b></p> <p>worship in a Mandir, the role of the Hindu priest, the role of divine images, Prashad (food offered, blessed and served after prayer)</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I can recognise what I like and dislike and name the feelings attached to these. I agree and follow rules in the classroom. I recognise the choices I make and know the difference between right and wrong.</p>
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Games Unit 1 – Devising Games</b></p> <p>I can master basic movements such as running, jumping, throwing, catching, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending I can improve the way I coordinate and control my body and a range of equipment.</p> <p><b>Dance Unit 1</b></p> <p>I can perform dances using simple movement patterns and communicate moods and feelings. I can explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can recognise and describe what my body feels like during different types of activity I can recognise good quality in performance I can understand the importance of warming up and cooling down</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p>Narrative – traditional, real life and extended writing (adventure) Letter Diary Entry <b>Non-Fiction</b> Instructions Non- chronological reports</p>	<p style="text-align: center;"><b>Music</b></p> <p>I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I can identify pulse in music I know how sounds can be made and changed</p>	<p style="text-align: center;"><b>Singing</b></p> <p>I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing I can sing as part of a group</p>
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;">Everyday Materials</p> <p>I can identify a variety of every day materials. I can compare different materials. I can discuss the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I might be able to compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can think of a question/ I can say my question. I can choose a method (from suggested) and explain why. I can explain why something is fair. I can use my experience to suggest why something might happen. I can record my measurements using standard measures. I can observe carefully using simple equipment (e.g., magnifying glasses) I can use labelled diagrams to show what I found. I can say what I have found out</p>	<p style="text-align: center;"><b>Geography</b></p> <p>I can name and locate the world's 7 continents and 5 oceans. I can 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 I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Painting</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;"><b>Key Skills</b></p> <p><b>Drawing: Lines and Marks</b> I can use my sketch book as a starting point for my art work Refer to KS1 Progression in Art and Design Skills</p>	<p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;">Structures</p> <p><b>Design</b> I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas <b>Make</b> I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <b>Evaluate</b> I can explore and evaluate a range of existing products <b>Technical knowledge</b> I can build structures, exploring how they can be made stronger, stiffer and more stable</p>

## Year 2 Unit of Learning – Autumn 2

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>People recognise important events through celebrations and traditions.</b></p> <p style="text-align: center;">Celebrations</p>		<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is a celebration? How do people celebrate? What are the similarities and differences amongst celebrations?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs <b>I can use technology creatively to store, manipulate and retrieve digital content</b> I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p><b>Text and Multimedia, Images, Video and Animation, Sound,</b> Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>The Polar Express</i> <i>Rama and Sita</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Local Church, Hindu Temple (Diwali)</p>		<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p><b>Celebrations Unit</b></p> <p>How are special occasions celebrated? What is it like to share a celebration? What is a Religious Festival? – the Festival of Christmas What is a Religious Festival? – the Festival of Hanukkah How do religious believers celebrate the meaning of a festival? What have we learnt about the festivals?</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I can identify positive achievements and one thing I want to improve on. I know that people and other living things have needs and responsibilities. I can identify responsibilities that I have at home and elsewhere. I recognise how my behaviour affects the people around me.</p>
<p style="text-align: center;"><b>Physical Education Knowledge and Skills</b></p> <p style="text-align: center;"><b>Gym Unit G – wide and narrow</b></p> <p>I can develop balance, agility and co-ordination, and begin to apply these in a range of activities I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p style="text-align: center;"><b>Dance Unit 2</b></p> <p>I can perform dances using simple movement patterns that express and communicate moods, ideas and feelings I can compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional idea.</p>	<p style="text-align: center;"><b>Physical Education Evaluation, Fitness and Health</b></p> <p>I can recognise and describe what my body feels like during different types of activity I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can understand the importance of warming up and cooling down.</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p>Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p>Explanations</p>		<p style="text-align: center;"><b>Singing</b></p> <p>I can use my voice expressively. I can make sounds that are very different. I can sing dynamically. I can imitate changes in pitch. I enjoy singing. I can sing as part of a group.</p>	
<p style="text-align: center;"><b>Science Knowledge and Skills</b></p> <p style="text-align: center;">Humans: Exercise and Hygiene</p> <p>I can describe the importance of exercise to humans. I can identify different types of food. I can explain the importance of eating the right amounts of different types of food. I can explain the purpose of hygiene and ways to stay clean and healthy, e.g., washing hands and bathing regularly.</p>	<p style="text-align: center;"><b>Science Working Scientifically</b></p> <p>I can think of a question/ I can say my question. I can choose a method (from those suggested) and explain why. I can explain why something is fair. I can use my experience to suggest why something might happen. I can record my using standard measures. I can observe carefully using simple equipment (e.g. magnifying glasses) I can use labelled diagrams to show what I found. I can present my results in a variety of appropriate ways e.g. table, pictogram Pupils might work scientifically by: asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	<p style="text-align: center;"><b>History</b></p> <p>I can use common words and phrases relating to the passing of time. I know about significant historical events, people and places in my own locality. I know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or <b>events commemorated through festivals or anniversaries</b>] I know the difference between past and present I answer questions about events using 'before' and 'after' to describe events. I know facts and understand events important to myself and my family/friends.</p>	<p style="text-align: center;"><b>Geography Human and physical geography</b></p> <p>I can identify seasonal weather patterns in the United Kingdom. I can differentiate between daily weather patterns. I recognise differences between the elements. I can draw pictures of my findings.</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Printing, Digital Media</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;"><b>Key Skills</b></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work <b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>	

## Year 2 Unit of Learning – Spring 1

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>The Maker</b></p> <p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Plants and animals rely on each other and their environments for survival.</b></p> <p style="text-align: center;">Planet Earth</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What do living things need? What is a good habitat? How are living things interdependent?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p><b>I understand what algorithms are,</b> I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content <b>I can technology safely and respectfully,</b> keeping personal information private, <b>I can recognise common uses of information technology beyond school.</b></p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, <b>Electronic Communication</b>, Digital Research, Data Handling, Data logging, <b>Control</b>, <b>Simulations</b> and Spread sheets</p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;">David Attenborough non-fiction, <i>The Lorax</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Natural History Museum</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;"><b>Sikhism 1 Teachings and life Unit 2</b></p> <p><b>Key Questions</b> How do the lives of Sikhs show they follow rules in their lives? What does worship mean to Sikhs?</p> <p><b>Key Concepts</b> The Gurus and the Guru Granth Sahib teach Sikhs how to live; Three important rules to follow: work honestly; share food with the needy; remember God; The Gurus showed how to put teachings into practice in their lives- story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya</p> <p><b>Sikh Life</b> Special celebrations – Akhand Path; Sikhs worship at home and in the Gurdwara; The Guru Granth Sahib teaches Sikhs how to live; Sikhs share and show that everyone is equal in the Gurdwara</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I can discuss what I think is right and wrong in different situations and my feelings and opinions about them. I agree and follow rules in the classroom and understand how they can help. I know what improves and harms my local environment and some ways people look after them. I know when to apply restorative conversations with increasing independence.</p>
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Gym Unit 1 - Pathways</b> I can develop balance, agility and co-ordination I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision I can choose, use and vary simple compositional ideas in the sequences I create and perform</p> <p><b>Dance Unit 4</b> I can perform dances using simple movement patterns. I can explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance I can compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can recognise and describe what my body feels like during different types of activity I can understand the importance of warming up and cooling down. I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can recognise good quality in performance I can use information to improve my work I can watch and describe dance phrases and dances and use what I learn to improve my own work</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Narrative – traditional, real life and extended writing (adventure)</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Non- chronological reports</p>	<p style="text-align: center;"><b>Music</b></p> <p>I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I can identify pulse in music I know how sounds can be made and changed</p> <p style="text-align: center;"><b>Singing</b></p> <p>I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing I can sing as part of a group</p>	
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;">All living things and habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can explain what living things need to survive. I can identify that most living things live in habitats to which they are suited I can describe how different habitats provide for the basic needs of different kinds of animals and plants,</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can ask a question. I can observe carefully using simple equipment (e.g. magnifying glass) I can use labelled diagrams to show what I have found. They should describe how they decided where to place things. I can explore questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' I can use a page from a book to find out information, selecting information independently using the contents page/glossary. I can use the internet to conduct research. I can show findings in a variety of appropriate ways e.g. diagram/poster.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Location Knowledge</b> I can name and locate the world's 7 continents and 5 oceans</p> <p><b>Human and Physical Geography</b> I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather I can identify what places are like and where they are. I can recognise how places have become the way they are and how they are changing. I can ask questions about geography and begin to use simple and familiar geographical vocabulary.</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Textiles, Collage</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;"><b>Key Skills</b></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work</p> <p><b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>	

## Year 2 Unit of Learning – Spring 2

<p style="text-align: center;"><b>Values</b></p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Understanding the past allows us to make sense of the present.</b></p> <p style="text-align: center;">Vile Victorians</p>		<p style="text-align: center;"><b>Guiding Questions:</b></p> <p style="text-align: center;">What was a good life for a Victorian? How did life change for Victorian children? How do new discoveries impact on society?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p><b>I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</b></p> <p><b>I can create and debug simple programs</b></p> <p><b>I can use logical reasoning to predict the behaviour of simple programs</b></p> <p>I can use technology creatively to store, manipulate and retrieve digital content</p> <p><b>I can technology safely and respectfully, keeping personal information private,</b></p> <p>I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, <b>Electronic Communication</b>, Digital Research, Data Handling, <b>Data logging, Control, Simulations</b> and Spread sheets</p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>Oliver Twist</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Greenwich Heritage Centre Hall Place</p>		<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;"><b>Christianity 1 Unit 2- Jesus the Teacher</b></p> <p><b>Key Questions</b></p> <p>What values do Christians believe Jesus taught? How do Christians believe Jesus taught them these values?</p> <p><b>Beliefs</b></p> <p>Jesus' teaching and life give Christians the perfect example, there are stories about Jesus which develop Christian values: Zacchaeus</p> <p>Jesus told stories about forgiveness and love: The Lost Son, The Good Samaritan</p> <p>Jesus taught the two greatest Commandments are 'Love God' and 'Love your neighbour'</p> <p>The Bible is a special book: Christians read it to learn about Jesus</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I know that people and other living things have needs and responsibilities. I can identify responsibilities that I have at home and elsewhere I understand how my behaviour affects the people around me. I can recognise important issues related to the environment and understand that I can have an influence.</p>
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p><b>Games Unit 2 – aim, hit and kick</b></p> <p>I can master basic movements such as running, jumping, throwing, catching and use these skills individually or in combinations</p> <p>I can improve the way I coordinate and control my body</p> <p>I can participate in team games, I can choose use and vary simple tactics</p> <p>I can remember, repeat and link combinations of skills</p> <p><b>Gym Unit H – high and low</b></p> <p>I can develop balance, agility and co-ordination</p> <p>I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>I can choose, use and vary simple compositional ideas in the sequences I create and perform</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can recognise and describe what my body feels like during different types of activity</p> <p>I can understand the importance of warming up and cooling down.</p> <p>I can recognise good quality in performance</p> <p>I can use information to improve my work</p> <p>I can watch and describe dance phrases and dances and use what I learn to improve my own work</p> <p>I can recognise how different dance activities make me feel</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Descriptive/observational poetry</p> <p style="text-align: center;">Play scripts</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Information text</p> <p style="text-align: center;">Instructions</p>		<p style="text-align: center;"><b>Singing</b></p> <p>I can use my voice expressively.</p> <p>I can make sounds that are very different.</p> <p>I can sing dynamically.</p> <p>I can imitate changes in pitch.</p> <p>I enjoy singing.</p> <p>I can sing as part of a group.</p>	
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;">All living things and habitats</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can explain how plants and animals in a habitat depend on each other</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</p> <p>I can construct a simple food chain, e.g. grass, cow, human</p> <p>I can identify and name different sources of food.</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can think of a question/ I can say my question.</p> <p>I can choose a method (from those suggested) and explain why.</p> <p>I can explain why something is fair.</p> <p>I can use my experience to suggest why something might happen.</p> <p>I can record my measurements using standard measures.</p> <p>I can observe carefully using simple equipment (e.g. magnifying glasses)</p> <p>I can use labelled diagrams to show what I found.</p> <p>I can present my results in a variety of appropriate ways, e.g. table, pictogram</p> <p>I can say what I have found out</p> <p>I can begin to explain why something has happened using scientific language.</p> <p>I can say what might go wrong in an experiment.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Locational knowledge</b></p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b></p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, etc.</p> <p><b>Geographical skills and field work</b></p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use information and my own observations to help me ask and answer questions and express my views about places and environments.</p> <p>I can use globes and maps and plans.</p>	<p style="text-align: center;"><b>History</b></p> <p>I know about events beyond living memory that are significant nationally or globally</p> <p>I can compare the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria)</p> <p>I can use common words and phrases relating to the passing of time.</p> <p>I can place events, objects and people in the correct time order</p> <p>I can identify similarities and differences between ways of life in different periods.</p> <p>I can ask and answer questions about the past using pictures and stories</p>	<p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;">Textiles</p> <p><b>Design</b> I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> I can explore and evaluate a range of existing products</p> <p>I can evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p style="text-align: center;">Refer to KS1 Progression in Design and Technology Skills</p>	

## Year 2 Unit of Learning – Summer 1

<p style="text-align: center;"><b>Values</b></p> <p style="text-align: center;">Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;"><b>Learning Dispositions</b></p> <p style="text-align: center;">Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Understanding the nature of forces, allows people to make practical applications.</b></p> <p style="text-align: center;">Swings and Roundabouts</p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is a force? How do forces affect movement? How are forces used in the world around us?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs <b>I can use technology creatively to store, manipulate and retrieve digital content</b> I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: See South Rise Computing Curriculum</b></p> <p><b>Text and Multimedia, Images, Video and Animation, Sound,</b> Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><i>Fortunately the Milk...</i></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">Victoria Park; Millwall Park</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;"><b>Part 1: Unit 1:Guru Nanak and his teachings</b></p> <p><b>Key Questions</b> What do Sikhs believe about God? What does Guru mean? What does it mean to be equal?</p> <p><b>The Gurus</b> There were 10 human Gurus Guru Nanak was the first Guru Guru Granth Sahib – last of the Gurus Guru Nanak's life and teaching Guru Nanak's teaching that all people are equal Celebration of Guru Nanak's birthday</p> <p><b>Beliefs about god</b> Sikhs believe in one God – symbolised by the Ik Onkar symbol God created all things</p>	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Link to Values</b></p> <p>I am able to make positive choices based on the understanding that my choices affect others. I can talk about issues which affect my local community and offer solutions. I am open-minded in discussions and debates.</p>
<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;"><b>Games Unit 4 – aim, hit and kick</b></p> <p>I can master basic movements such as running, jumping, throwing, catching, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending I can improve the way I coordinate and control my body and a range of equipment I can remember, repeat and link combinations of skills</p> <p style="text-align: center;"><b>Dance Unit 3</b></p> <p>I can perform dances using simple movement patterns. I can compose and perform dances and short phrases that communicate moods and feelings, choosing and varying simple compositional ideas</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Evaluation, Fitness and Health</b></p> <p>I can recognise and describe what my body feels like during different types of activity I can understand the importance of warming up and cooling down. I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can recognise good quality in performance I can use information to improve my work</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Narrative – traditional, real life and extended writing (adventure) Diary Entry Poetry – Nonsense, patterns on the page</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Explanations Non- chronological reports</p>	<p style="text-align: center;"><b>Music</b></p> <p>I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I can identify pulse in music I know how sounds can be made and changed</p>	<p style="text-align: center;"><b>Singing</b></p> <p>I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing I can sing as part of a group</p>
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <p style="text-align: center;"><b>Movement</b></p> <p>I notice and describe how things are moving, using simple comparisons such as faster and slower I can compare how different things move. (no longer statutory)</p> <p style="text-align: center;"><b>Forces (Y3) - Friction</b></p> <p>I can compare how things move on different surfaces I notice that some forces need contact between two objects</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can think of a question/ I can say my question. I can choose a method (from those suggested) and explain why. I can explain why something is fair. I can record my measurements using standard measures. I can observe carefully using simple equipment (e.g. magnifying glasses) I can use labelled diagrams to show what I found. I can present my results in a variety of appropriate ways e.g. table, pictogram I can say what I have found out I can begin to explain why something has happened using scientific language. I might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers.</p>	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;"><b>History</b></p> <p style="text-align: center;">Sir Isaac Newton</p> <p>I know about lives of significant individuals in the past who have contributed to national and international achievements. I understand about things that happened before I was born. I know facts and understand about some important events and people from the history of Britain and the wider world. I can find out about the past from books, pictures and stories and ask questions about them.</p>	<p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;"><b>Mechanisms</b></p> <p><b>Design</b> I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>Make</b> I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <b>Evaluate</b> I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria <b>Technical knowledge</b> I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p style="text-align: center;">Refer to KS1 Progression in Design and Technology Skills</p>	

## Year 2 Unit of Learning – Summer 2

<p><b>Values</b> Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p><b>Learning Dispositions</b> Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p><b>Central Idea</b> <b>All living things go through a process of change</b> Circle of Life</p>	<p><b>Guiding Questions</b> What is a unique characteristic? How are animals similar or different to each other? How do unique characteristics enable animals to survive?</p>	
<p><b>Computing</b> I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs <b>I can use technology creatively to store, manipulate and retrieve digital content</b> <b>I can technology safely and respectfully, keeping personal information private,</b> I can recognise common uses of information technology beyond school. <b>Specific foci for unit: See South Rise Computing Curriculum</b> Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research, Data Handling, Data logging,</b> Control, Simulations and Spread sheets</p>		<p><b>Core Texts/ Visits</b> <i>Gregory Cool, Why Mosquitoes Buzz in People's Ears, Anansi Stories.</i></p> <p><b>Suggested visit:</b> Environmental Curriculum Centre</p>	<p><b>Religious Education</b> Greenwich Windows on Faith <b>Christianity – A Local Church Unit 4</b> <b>Key Questions</b> What happens in a Christian place of worship? How does a place of worship help Christians to remember their beliefs about Jesus? How do Christians try to follow Jesus' example? <b>Key Concepts</b> Most Christians keep Sunday as a special day There are many places where Christians worship together, read the Bible, sing and pray one or more times weekly Leaders of the service and community e.g. priests, ministers, elders Objects and symbols in buildings Important ceremonies e.g. welcoming/ dedication/ infant baptisms Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for example at Harvest, through charities</p>	<p><b>PHSE</b> <b>Link to Values</b> I understand that we grow from young to old and how people's needs change. I can make choices that improve my health and well-being know who to ask for help. I know that some diseases can spread but they can be controlled. I know that household products including medicines can be harmful if not used properly.</p>
<p><b>Physical Education Knowledge and Skills</b></p> <p><b>Gym Unit J – spin, twist and turn</b> I can develop balance, agility and co-ordination I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision I can choose, use and vary simple compositional ideas in the sequences I create and perform</p> <p><b>Games Unit 4 – Group Games</b> I can master basic movements such as running, jumping, throwing, catching, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending I can improve the way I coordinate and control my body and a range of equipment I can remember, repeat and link combinations of skills</p>	<p><b>Physical Education Evaluation, Fitness and Health</b></p> <p>I can recognise and describe what my body feels like during different types of activity I can understand the importance of warming up and cooling down. I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can recognise good quality in performance I can use information to improve my work</p>	<p><b>Writing Genres</b></p> <p><b>Fiction</b> Narrative – traditional, real life and extended writing (adventure) Descriptive/observational poetry</p> <p><b>Non-Fiction</b> Information text Non-chronological reports</p>	<p><b>Singing</b></p> <p>I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music I enjoy singing songs from memory, following the tune (melody) well I use my voice in lots of ways I perform with others I listen carefully and recall short rhythmic and melodic patterns I make and control long and short sounds, using voices and instruments</p>	
<p><b>Science Knowledge and Skills</b> <b>Animal Groups</b> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p><b>Science Working Scientifically</b> I can think of/ say my question. I can use a page from a book to find out information, selecting information independently using the contents page/glossary. I can use the internet to conduct research. I can show my findings in a variety of appropriate ways I might work scientifically by: using my observations to compare and contrast animals at first hand or through videos and photographs, describing how I identify and group them and grouping animals according to what they eat;</p>	<p><b>Maths</b> Refer to Progression in Calculation</p> <p><b>Geography</b> Animals and their Environments</p> <p><b>Locational knowledge</b> I can give examples of which animals are found on each of the world's seven continents. I can use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map</p> <p><b>Geographical skills and field work</b> I can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage I can use globes and maps and plans.</p>	<p><b>Art</b> 3D, Cezanne</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p><b>Key Skills</b> <b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work <b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage Refer to KS1 Progression in Art and Design Skills</p>	