

The crest is circular with a gold border. Inside, there is a blue sky with a yellow sun, a green landscape with a river, and a large stone building with a central tower and two side towers, representing a church.

Malmesbury Church of England Primary School Curriculum Handbook

Milepost 1 – Year 2

Term 4 Year 1 and 2 combine: Year A Pirates Year B Circus

Term 6 Year 2 and 3 combine: Year A Vikings Year B Brilliant Brunel

Teachers should pay particular attention to the fact that last year children were not exposed to all learning objectives due to the catch-up curriculum focusing on the key objectives. Key objectives are highlighted in purple. When teaching non-critical content teachers must be aware that there may be gaps in knowledge and these will need to be addressed.

Geography – EYFS & Milepost 1, Year 2: Key Skills

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Mile Post 1, Year EYFS, 1 & 2 Geography Key Skills		
Y2 Skills	Themes / topic Year & term taught	Malmesbury Learning Goals
Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, continents and oceans.	Our World, Term 3	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.
		1.12 Be able to use secondary sources to obtain simple geographical information
	Pirates/Circus Year A, Term 4	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.

		1.12 Be able to use secondary sources to obtain simple geographical information
Use simple compass directions (N,S,E,W) and locational and directional language (far, near, left, right) to describe the location of features and routes on a map	Our World, Term 3	1.07 Be able to use geographical terms
		1.08 Be able to follow directions
	Pirates/Circus Year A, Term 4	1.07 Be able to use geographical terms
		1.08 Be able to follow directions
	Brilliant Brunel, Year B Term 6	1.07 Be able to use geographical terms
		1.08 Be able to follow directions
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use and construct basic symbols in a key.	Pirates Year A, Term 4 Circus Year B, Term 4	1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols
		1.12 Be able to use secondary sources to obtain simple geographical information
	Vikings Year A, Term 6	1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols
		1.12 Be able to use secondary sources to obtain simple geographical information
	Brilliant Brunel Year B, Term 6	1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols
		1.12 Be able to use secondary sources to obtain simple geographical information
	Our World, Term 3	1.01 Know about the main physical and human features of particular localities
		1.03 Know about how land and buildings are used in particular localities
		1.09 Be able to describe the geographical features of the school site and other familiar places
		1.12 Be able to use secondary sources to obtain simple geographical information

Geography – EYFS & Milepost 1: Key Knowledge

National Curriculum	Themes / topic Year & term taught	Milepost 1 Years EYFS, 1 & 2 Geography Key Knowledge
		Malmesbury Learning Goals
Name and locate the world's seven continents and five oceans	Our World Term 3	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
		1.01 Know about the main physical and human features of particular localities

Know the main rivers that run through each British Isle.		1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.
	Pirate Year a Term 4 Circus Year b Term 4	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
		1.01 Know about the main physical and human features of particular localities
		1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.
	Vikings Year b Term 6	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
		1.01 Know about the main physical and human features of particular localities
		1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.
Compare a local City/town in England with a contrasting City in a different country.	Our World Term 3	1.01 Know about the main physical and human features of particular localities
		1.02 Know about similarities and differences between different localities
		1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
	Pirates Year a Term 4	1.01 Know about the main physical and human features of particular localities
		1.02 Know about similarities and differences between different localities
Hot / cold in relation to the equator and North/South Poles. Weather in the UK- Identify patterns. Hot in Summer- Start to look at why patterns are starting to become less common due to global warming.	Our World Term 3	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
		1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.
	Pirates Term 4	1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.
Geographical vocabulary - Refer to:	Our World Term 3	1.01 Know about the main physical and human features of particular localities
		1.03 Know about how land and buildings are used in particular localities

<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: City, town, village, factory, farm, house, office, port, harbour and shop</p>		1.07 Be able to use geographical terms
		1.09 Be able to describe the geographical features of the school site and other familiar places
		1.13 Be able to express views on the attractive and unattractive features of an environment
		1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways
	Pirates Year A	1.01 Know about the main physical and human features of particular localities
	Circus Year B	1.03 Know about how land and buildings are used in particular localities
	Term 4	1.07 Be able to use geographical terms
		1.09 Be able to describe the geographical features of the school site and other familiar places
		1.13 Be able to express views on the attractive and unattractive features of an environment
		1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways

History – Milepost 1, Year 2: Key Knowledge and Skills

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History - Key Skills		
Skills	Topic Covered in Year and Term Taught	
Chronology	The Victorians Term 1	Sequence artefacts closer together in time.
		Sequence events on a timeline.
		Sequence photos etc from different periods of their life.
		Describe memories of key events in lives.
	Brunel/ Vikings Term 6	Sequence artefacts closer together in time.
		Sequence events on a timeline.
		Sequence photos etc from different periods of their life.
		Describe memories of key events in lives.
Range and Depth of Historical Knowledge	The Victorians Term 1	Find out about people and events in other times.
		Collections of artefacts – confidently describe similarities and differences.
		Drama – develop empathy and understanding (hot seating, sp. and listening).

	Brunel/ Vikings Term 6	Find out about people and events in other times.
		Collections of artefacts – confidently describe similarities and differences.
		Drama – develop empathy and understanding (hot seating, sp. and listening).
Interpretation of History	The Victorians Term 1	Compare pictures or photographs of people or events in the past.
		Able to identify different ways to represent the past.
		Use a range of Media to interpret information.
	Brunel/ Vikings Term 6	Compare pictures or photographs of people or events in the past.
		Able to identify different ways to represent the past.
		Use a range of Media to interpret information.
Historical Enquiry	The Victorians Term 1	Use a source – why, what, who, how, where to ask questions and find answers.
		Sequence a collection of artefacts.
		Use of time lines Discuss the effectiveness of sources.
		Ask questions about the past.
	Vikings Term 6 Year 4	Use a source – why, what, who, how, where to ask questions and find answers.
		Sequence a collection of artefacts.
		Use of time lines Discuss the effectiveness of sources.
		Ask questions about the past.
Organisation and Communication	The Victorians Term 1	Class display/ museum
		Annotated photographs
		ICT
	Brunel/ Vikings Term 6	Class display/ museum
		Annotated photographs
		ICT

Art – Program of Study: EYFS & MILEPOST 1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Media	EYFS	Year 1	Year 2	Media	EYFS	Year 1	Year 2
	Term Taught theme & topic	Term Taught theme & topic	Term Taught theme & topic		Term Taught theme & topic	Term taught, theme & topic	Term taught, theme & topic
Watercolours	All Year	We are what we eat, Term 1		Pencil sketching	All about me, Term 1 Spring and Growth, Term 4	We are what we eat Term 1	Pirates Term 4 (A) and Brunel Term 6 (B)
Paints	All Year	Amazing Toys, Term 2 Pirates/Circus, Term 4	Celebrations, Term 2 Pirates/Circus Term 4 (B) Term 6 (A)	Clay		Amazing Toys, Term 2 Journeys, Term 6	Celebrations, Term 3 Pirates Term 4 (B)
Oil pastels			Bugs feast, Term 5	Sculpture		Castles, Term 5 Pirates, Term 4	Celebrations Term 2
Chalk pastels	All Year		Celebration, Term 2 Vikings, Term 6 (A)	Digital Art	All Year		Our World term 3
Printing and Inks			Bugs Feast Term 5	Collage	All Year		

Artists studied Year EYFS1&2.

Henri Matisse- EYFS AD	Monet – Year 1 PP	Chagall – Year 2 - BWi
Piet Mondrian- EYFS SH	Van Gough – Year 1 SA and KAs	Dali- Year 2 MM

Art – Milepost 1, Year 2: Key Skills

National Curriculum	Themes / topic Year 4 term taught	Malmesbury Learning Goals
Use a range of materials creatively to design and make products	Celebrations Term 2	1.02 Be able to use a variety of materials and processes
	Pirates Term 4 A Vikings Term 6 B	1.02 Be able to use a variety of materials and processes
	Bugs Feast Term 5	1.02 Be able to use a variety of materials and processes
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Celebrations Term 2	1.02 Be able to use a variety of materials and processes
		1.03 Be able to suggest ways of improving their own work
	Pirates Term 4 A Vikings Term 6 B	1.02 Be able to use a variety of materials and processes
		1.03 Be able to suggest ways of improving their own work
	Bugs Feast Term 5	1.02 Be able to use a variety of materials and processes 1.03 Be able to suggest ways of improving their own work
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Celebrations Term 2	1.01 Know about some of the forms used by artists in their work
		1.02 Be able to use a variety of materials and processes
	Bugs Feast Term 5	1.01 Know about some of the forms used by artists in their work
		1.02 Be able to use a variety of materials and processes
	Vikings Term 6 B	1.01 Know about some of the forms used by artists in their work 1.02 Be able to use a variety of materials and processes
Learn about 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 their own work.	Marc Quinn Monet William Morris	1.01 Know about some of the forms used by artists in their work
		1.04 Be able to comment on works of art
		1.05 Understand that the work of artists can be seen in a wide variety of places and situations

Design and Technology – Program of Study: EYFS & Milepost 1

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Key stage 1

Areas of Design and Technology	Year 1	Year 2	Areas of Design and Technology	Year 1	Year 2
	Year & Term Taught theme & topic	Year & Term Taught theme & topic		Year & Term Taught theme & topic	Year & Term Taught theme & topic
Junk modeling	Term 4 Pirates Year A Term 5 Castles		Food technology	Term 1 We are what we eat	Terms 1 Victorians
Resistant materials		Term 6 Year B Brilliant Brunel	Textiles	Term 2 Toys	Term 3 Our World
Digital design			Lego	Year 1 - Pirates year A Year 2: Our World Term 3	

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Design and Technology – Milepost 1, Year 2: Key Skills

National Curriculum	Themes / topic Year & term taught	Malmesbury Learning Goals
Design purposeful, functional, appealing products for themselves and other users based on design criteria	Victorians T1	1.2 Be able to plan what they are going to make
	Our World T3	
	Vikings/Brunel Term 6	
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Victorians T1	1.3 Be able to describe their plans in pictures and words
	Our World T3	1.3 Be able to describe their plans in pictures and words
	Brilliant Brunel and Vikings T6	
Select from and use a range of tools and equipment to perform practical tasks	Celebrations T2	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Our World T3	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Vikings/ Brilliant Brunel T6	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Victorians	1.4 Be able to use simple tools and materials to make products

Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics	T1	1.5 Be able to choose appropriate tools and materials for their tasks
	Our World T3	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Brilliant Brunel / VikingsT6	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
Explore and evaluate a range of existing products	The Victorians T1	1.07 Be able to communicate on the usefulness of products in everyday use
	Our World T3	1.07 Be able to communicate on the usefulness of products in everyday use
	Brilliant Brunel / VikingsT6	1.07 Be able to communicate on the usefulness of products in everyday use
Evaluate their ideas and products against design criteria	The Victorians T1	1.06 Be able to comment on their own plans and products and suggest areas of improvement
Evaluate their ideas and products against design criteria	Our World T3	1.06 Be able to comment on their own plans and products and suggest areas of improvement
	Brilliant Brunel / VikingsT6	1.06 Be able to comment on their own plans and products and suggest areas of improvement
Build structures, exploring how they can be made stronger, stiffer and more stable	Brilliant Brunel T6 Year B	
Explore and use mechanisms, in their products	Brilliant Brunel / VikingsT6	
Use the basic principles of a healthy and varied diet to prepare dishes	Victorians T1	
Understand where food comes from	Victorians T1 Celebrations T2	

Science Key Stage 1

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

There are places where content crosses over into other subjects e.g., in biology body parts are taught in biology and PSHE and when this happens we adjust our yearly plans so that it is not taught twice in the same year.

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and human-made world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study, but must **always** be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Science – Program of Study: Milepost 1: Years 1 and 2

Areas of Study					
Area of study	Year 1 Year & Term Taught theme & topic	Year 2 Year & Term Taught theme & topic	Area of study	Year 1 Year & Term Taught theme & topic	Year 2 Year & Term Taught theme & topic
Plants	Term 5, Castles	Term 5, Bug Feast	Everyday materials	Term 1, We are what we eat	Term 1: Victorians Term 4: Pirates/Circus Term 6: Vikings/Brilliant Brunel
Animals including humans	Term 1, We are what we eat Term 3, Fantastic Fairy Tales Term 4: Pirates/Circus Term 6, Journeys	Term 4: Pirates/Circus	Seasonal changes	Term 3, Fantastic Fairy Tales Term 5, Castles Term 6, Journeys	
Living things and their habitats		Term 5, Bug Feast			

Science – Milepost 1, Year 2: Knowledge

National Curriculum (Referenced in rising stars scheme of work)	Themes/ Topic	Malmesbury Learning Goals
Plants: <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants 	Term 5: Bugs Feast	1.11 Be able to recognise living things in the school environment
Plants: <ul style="list-style-type: none"> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	Term 5: Bugs Feast	1.20 Know the names of the parts of plants
Animals including Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Term 4 Year B Circus	1.14 Know the names and characteristics of a range of animals
notice that animals, including humans, have offspring which grow into adults	Term 4: Pirates/Circus	1.14 Know the names and characteristics of a range of animals
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Term 4: Pirates/ Circus	
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Term 4: Pirates/ Circus	
describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets	Term 4: Pirates/ Circus	1.10 Be able to sort living things into simple groups
Animals including Humans: identify, name, draw and label the basic parts of the human		1.13 Know the names of the main external body parts of humans and animals

body and say which part of the body is associated with each sense		1.17 Know about the senses
Everyday Materials object and the material from which it is made	Term 1: Victorians	1.29 Understand that the uses to which materials are put depend on their properties
	Term 1 and 4: Pirates/Circus	1.29 Understand that the uses to which materials are put depend on their properties
	Term 6: Vikings/Brilliant Brunel	1.29 Understand that the uses to which materials are put depend on their properties
Everyday Materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Term 1: Victorians	1.27 Be able to describe similarities and differences between materials
	Term 4: Pirates/Circus	1.27 Be able to describe similarities and differences between materials
Everyday Materials find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Term 1: Victorians	1.28 Be able to sort materials into groups according to their properties
	Term 4: Pirates/Circus	1.28 Be able to sort materials into groups according to their properties
explore and compare the differences between things that are living, dead, and things that have never been alive	Term 5: Bugs Feast	
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Term 5: Bugs Feast	
identify and name a variety of plants and animals in their habitats, including microhabitats	Term 5: Bugs Feast	
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	Term 5: Bugs Feast	

Science – Milepost 1, Year 2: Skills

National Curriculum	Themes	Malmesbury Learning Goals
Asking simple questions and recognizing that they can be answered in different ways	Term 1: Victorians	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 2: Celebrations	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 4: Pirates/Circus	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 5: Bugs Feast	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 6: Vikings/ Brilliant Brunel	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
Observing closely, using simple equipment Performing simple tests	Term 4: Pirates/Circus	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Thinking about what will happen Using, with help, simple scientific equipment Recognizing when a test or comparison with one variable is fair
	Term 5: Bugs Feast	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Thinking about what will happen Using, with help, simple scientific equipment Recognizing when a test or comparison with one variable is fair

Using their observations and ideas to suggest answers to questions	Term 1: Victorians	Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> • Observing what happens • Comparing what happens with what they thought would happen • Offering explanations for what happened, and why it happened • Making simple comparisons, identifying similarities, differences and simple patterns
	Term 4: Pirates/Circus	Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> • Observing what happens • Comparing what happens with what they thought would happen • Offering explanations for what happened, and why it happened Making simple comparisons, identifying similarities, differences and simple patterns
	Term 5: Bugs Feast	Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> • Observing what happens • Comparing what happens with what they thought would happen • Offering explanations for what happened, and why it happened Making simple comparisons, identifying similarities, differences and simple patterns
Gathering and recording data to help in answering questions	Term 1: Victorians	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> • Recording and communicating their observations- orally, in writing and through ICT
		1.3 Be able to identify ways of finding out about scientific issues
	Term 2 - Celebrations	1.4 Be able, with help, to conduct simple investigations Recording and communicating their observations- orally, in writing and through ICT
		1.3 Be able to identify ways of finding out about scientific issues
Identifying and classifying	Term 4: Pirates/Circus	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> • Making simple comparisons, identifying similarities, differences and simple patterns
	Term 6: Vikings/ Brilliant Brunel	1.4 Be able, with help, to conduct simple investigations Making simple comparisons, identifying similarities, differences and simple patterns

Music:

linked to topic and supported by Charanga–Milepost 1

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We use the [Charanga](#) scheme of work to support the teaching of music.

National Curriculum Objective	
use their voices expressively and Creatively by singing songs and speaking Chants and rhymes	Year 2: Harvest Festival – Term 1
	Abbey Service/Friendship song – Term 6
play tuned and untuned instruments musically	
	Bugs Feast Term 5
listen with concentration and understanding to a range of high-quality live and recorded music	Womad Assembly Term 6
experiment with, create, select and combine sounds using the inter-related dimensions of music.	Charanga: How does music connect us with the environment?

RE – Milepost 1

As a Church of England Primary school, we regard an understanding of religions and spirituality as essential for children to achieve our vision statement "Growing together in wisdom and love; discovering life in all its fullness." Religions permeate history and modern society across the globe, they underpin cultures and for billions of people they form the heart of life's purpose and meaning. No child can comprehend the world without an understanding of religions. We teach a balance of religions, with Christianity forming 50% of the curriculum.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	GOSPEL Unit 1.4 What is the Good News Jesus brings? Harvest Festival	HINDUISM Celebrating special times Diwali/Eid/Hanukah Nativity	CHRISTIANITY What can we learn from special Christian stories? The story of Zacchaeus The call of the Apostles Mary and Martha Listening to our friends	SALVATION 1.5 Why does Easter matter to Christians? Pancake Day	JUDAISM Who is Jewish and how does it make a difference to them?? Passover link back to Salvation and the Last Supper JUDAISM The Torah The Sabbath Jewish festivals Synagogues	Multi-faith Symbols Why and how do special places and symbols help people show what they believe? Visit to Malmesbury Abbey

Christianity is taught using the Church of England resource '[Understanding Christianity](#)'.

Computing – Milepost 1, Year 2

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

	Unit and Term	Year 2
Computer science Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.	Term 2 Celebrations	I can explain what an algorithm is. I can give an example of an algorithm.
	Celebrations- Code for life Term 2 Daisy the Dinosaur	I can identify 'bugs' in computer Programs. I can fix a 'bug' and explain how I did it.
Computer science Use logical reasoning to predict the behaviour of simple programs.	Celebrations- Code for life Term 2	I can predict the outcome of a sequence of code.
Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Term 3 Our World Powerpoint Presentations	I can Create digital Images.
		Create own documents, adding text and images
		Use keyboard to enter text (index fingers left & right hand).
		Know when and how to use the RETURN/ ENTER key. Use SHIFT & CAPS LOCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text.
		Create sentences, SAVE & edit later.
Digital Literacy Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Victorians Term 1	I can explain what is meant by personal information and explain who I should share it with.
	Safer Internet Day Feb	I can explain what is meant by the term cyberbullying.
	PSHRE- Safety	I can explain risks when using the internet.
Recognise common uses of information technology beyond school		

P.E – Milepost 1

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will engage in competitive (both against self and against others) and co-operative physical activities. The teaching and Assessment of PE is done through our scheme of work - [Get Set 4 PE](#).

Pupils will be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Tennis is coached from Yr 2 upwards by coaches at the local tennis courts

Swimming is taught from Yr 3 up. These may mean that the timetable changes to show this.

Residential visits will take place in Years 4 and 6 and will include adventurous and outdoor activities

It is our ambition for all children to take part in inter-school sport competition during their time at the school.

	YR 1	YR 2
TERM 1	GYM FUNDAMENTAL SKILLS	GYM BALL SKILLS
TERM 2	DANCE BALL SKILLS	DANCE Target Skills
TERM 3	YOGA/AEROBICS INVASION GAMES	Yoga Games: sending and receiving
TERM 4	CIRCUS SKILLS ABC SKILLS	Team Building/Circus Games Fundamental Skills
TERM 5	GYM TEAM GAMES	ATHLETICS TENNIS
TERM 6	ATHLETICS STRIKING AND FIELDING SKILLS	Athletics Team Games/Dance

PSHRE- Milepost 1

Personal Social, Health, Relationships and Sex Education is incredibly important within our curriculum. It is where children discover vital information about the world around them. It allows them to explore their feelings and understand why they feel that way. It also supports the building of successful relationships, which are vital in life. We have chosen to follow the [KAPOW](#) scheme of work as we feel it supports our school values very well. Parents and Carers are referred to the school's separate policy published on this subject area. Six sets of lessons are taught in Year 2, one each term:

Y2 Introduction: Setting ground rules for RSE & PSHE lessons

A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons

Y2 Families and relationships

Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.

Y2 Health and wellbeing

Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene

Y2 Safety and the changing body

Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

Y2 Citizenship

Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.

Y2 Economic wellbeing

Learning about where money comes from, how to look after money and why we use banks and building societies.