

Year 2 Autumn Term Curriculum Overview: Superheroes



The Big Idea...

What makes a Superhero? Who's your favourite Superhero? Are they a 'goody' or a 'baddy'? What adventures do they have? Well, now it's your turn! It's time to don your superhero cape and save the world!

Real life superheroes past and present are the theme of this topic. Children will learn about the lives of significant individuals from across the world and through time, such as: Mary Seacole, Edith Cavell and Lillian Wald; Christopher Wren and Zaha Hadid; Ada Lovelace, William Caxton, Grace Hopper and Tim Berners-Lee; and Malala Yousafzai and Alice Horwood, in order to explore and compare events and changes beyond living memory.

Children will find out what made these people superheroes and what they did to earn that title, before thinking about how they themselves could change the world!

Termly Global Goals for Sustainable Development focus:



Key Questions:

What makes a superhero?
Can superheroes be male or female?
What kind of things does a 'real life' superhero do?
Are the best 'real life' superheroes scientists, doctors, explorers or architects?
Have the characteristics of a 'real life' superhero changed over time?
How could I become a 'real life' superhero? How could I change the world?

Global Goals for Sustainable Development previously studied:



Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Orion and the Dark - Emma Yarlett
Mr Majeika- Humphrey Carpenter
The Boy Who Cried Ninja - Alex Latimer
The Dragon Machine - Helen Ward
Traction Man is Here! - Mini Grey
What happens when...? - Delphine Chedrun
Knights - Leapfrog Learners
Amelia Earhart (Little People, Big Dreams) - Izabel Sanchez Vegara
The Slime Book: All You Need to Know to Make the Perfect Slime - Dorling Kindersley
Amazing Grace - Mary Hoffman
The Owl Who Was Afraid of the Dark - Jill Tomlinson

Fantastic Mr Fox - Roald Dahl
Goodnight Stories for Rebel Girls - Elena Favilli
Stories for Boys Who Dare to be Different - Ben Brooks

Key Experiences:

- Meet a range of 'real life' superheroes
- Visit a fire station/ambulance service
- Museum of Barnstaple and North Devon – learn about local 'real life' superheroes from the past
- Raise money for charity
- Visit older people in a care home

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Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
<p>S2.1 Give simple explanations of similarities, differences and patterns within investigations using scientific vocabulary to answer questions</p> <p>S2.2 Identify and classify objects and living things through comparison of similarities and differences</p> <p>S2.3 Record findings in various formats to answer questions. (Use all of the following over the course of the year: drawings, diagrams, bar charts, tables, displays, photographs, scientific labels, maps)</p> <p>S2.4 Use questions to lead learning and support children to explore and research their own ideas</p> <p>S2.5 Ask simple questions, (with support) as a starting point to develop comparative fair tests</p> <p>S2.6 Find out things from a range of secondary information sources including books, websites and information packs</p> <p>S2.7 Make measurements using standard and non-standard units to collect evidence</p>	<p>S2.8 Recognise and name a variety of sound sources, noticing that we hear with our ears.</p> <p>S2.9 Understand that sounds become fainter as you travel from the source</p> <p>S2.10 Know that many everyday appliances use electricity</p> <p>S2.11 Construct simple circuits involving batteries, wires and bulbs and buzzers</p> <p>S2.12 Distinguish between an object and the material from which it is made</p> <p>T2.1 Investigate a range of products, tools, materials and techniques to inspire their thoughts and designs</p> <p><u>T2.2 Create and follow a plan in 2D to show what they are going to make through drawings and key vocabulary, exemplifying their selection of appropriate materials</u></p> <p>T2.3 Create prototypes in 3D exploring material and structure</p> <p>T2.4 Use ICT to record the development of the manufacture</p> <p>T2.7 Make simple electrical devices (e.g. a gadget for a superhero)</p>	<p>E-safety</p> <p><u>I2.15 Understand some risks of being online and know what to do when faced with inappropriate/upsetting content online</u></p> <p>Multimedia Authoring</p> <p>I2.7 Know how to add text labels to a photo</p> <p>I2.8 Be able to create a presentation about a topic with ordered pictures and text</p> <p><u>I2.9 Be able to create a scene with pictures that animate</u></p>
Faith and Belief (F) Assessment objectives underlined and in bold.	Communications and Oracy: (Objectives ongoing throughout the year)	Creative Arts (A) Assessment objectives underlined and in bold.

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<p><u>F2.1</u> Be able to explain some of the commitments demanded of people of faith</p> <p><u>F2.3</u> Be able to explain why people of faith follow their spiritual practices, such as prayer</p> <p><u>F2.5</u> Be able to explain how honouring spiritual commitments may foster a sense of belonging</p> <p><u>F2.6</u> Be able to describe some aspects of the Muslim Faith</p> <p><u>F2.7</u> Be able to compare aspects of Christianity, Judaism and Islam</p>	<p><u>O2.1</u> Listen with sustained concentration to all speakers, asking relevant questions, seeking clarification and following instructions accurately</p> <p><u>O2.2</u> Consolidate the principles of "Talk for Maths."</p> <p><u>O2.3</u> Identify clearly what they have learnt, describing key points</p> <p><u>O2.4</u> Using an audible voice, describe and reflect upon incidents from their own experience</p> <p><u>O2.5</u> Explain ideas and processes using language and gestures appropriately</p> <p><u>O2.6</u> Respond to presentations, describing characters, repeating some highlights and making relevant contributions about what they have seen or heard</p> <p><u>O2.7</u> To be guided at times to participate in discussions and consider the opinions of others, using some evidence</p> <p><u>O2.8</u> Be able to compromise in order to make group decisions</p> <p><u>O2.9</u> Be able to participate in conflict resolution, sometimes supported by an adult</p> <p><u>O2.10</u> Compose sentences orally (warm up a sentence), so children can use auditory skills to support understanding of complete and compound sentences, as well as building up more varied language choices</p> <p><u>O2.11</u> Be able to say what they like and dislike, giving reasons</p>	<p><u>A2.1</u> Examine the work of a range of artists (e.g. painters, illustrators, sculptors) from different times, cultures and disciplines</p> <p><u>A2.2</u> Use art as a means of self-expression</p> <p><u>A2.3</u> Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p><u>A2.4</u> Explore and evaluate their own and others' 2D and 3D pieces of work</p> <p><u>A2.6</u> Practice and experiment in order to create a piece of work (Techniques: form. Processes: 3D sculpture e.g. Modroc)</p>
<p>Physical health and Well being (PS) <u>Assessment objectives underlined and in bold.</u></p> <p>For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Being Me in My World</p> <p><u>PS2.1</u> Understand the rights and responsibilities of being a member of my class and school</p> <p><u>PS2.2</u> Recognise when I feel worried and know who to ask for help</p> <p>Celebrating Difference</p> <p><u>PS2.3</u> Understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<p>Humanities (G or H) <u>Assessment objectives underlined and in bold.</u></p> <p><u>G2.3</u> Be able to use secondary sources to obtain simple geographical information e.g. world maps, globes and aerial photographs</p> <p><u>H2.1</u> Be able to ask and answer questions about the past based on pictures, photographs and artefacts</p> <p><u>H2.2</u> Be able to find out about aspects of the past from a range of sources of information</p> <p><u>H2.4</u> Be able to interpret evidence in their own and family lives and in the past of their nation</p> <p><u>H2.5</u> Be able to make comparisons between past</p>	<p>Global Learning (GL) <u>Assessment objectives underlined and in bold.</u></p> <p><u>GL2.1</u> To be able to show interest and concern for others in the wider world and understand their similarities and differences</p> <p><u>GL2.2</u> To understand individuality and know the value of others as equal</p> <p><u>GL2.3</u> To understand what is fair/unfair and right/wrong for individuals or groups in given situations and combat these where appropriate</p> <p><u>GL2.5</u> To be able to participate in positive action</p> <p><u>GL2.6</u> To be able to empathise with others and compromise in order to make group decisions</p>

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PS2.4 Understand what bullying is and that it is sometimes about difference (including bullying because of race, religion, sexual orientation or gender identification)	and present from a range of sources H2.6 Know about a range of people and events from a variety of cultures in the past H2.7 Understand that events and people's actions have causes and effects	
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Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

- PL2.1** Be able to locate on a world map countries where Arabic is spoken
PL2.2 Be able to count to 10 in Arabic
PL2.3 Be able to greet each other in languages: Arabic and Spanish (and other language appropriate to class)
PL2.4 Be able to answer the register in a language of their choice
PL2.5 Be able to join in with simple stories or texts in Arabic and Spanish
PL2.6 Be able to describe an object's colour in Arabic, and Spanish
PL2.7 Know numbers to 10 in Arabic, and Spanish
PL2.8 Know and perform simple songs and finger rhymes in Arabic and Spanish
PL2.9 Understand that some children within the school speak different languages and find out what these languages are
PL2.10 Understand how the school and home life of a child in a Spanish and/or Arabic speaking country is similar or different to their own
PL2.11 Understand that other countries have different traditions to those in the UK

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

Indoor PE

- PE2.1**
Be able to explore, remember, repeat and link a range of actions with coordination, control, and expression
PE2.2
Be able to compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas
PE2.3
Understand how to lift, move and place equipment safely and recognise and avoid risks when handling and placing apparatus

Both Indoor and Outdoor PE

- PE2.4**
Be able to watch and describe performances, and use what they learn to improve their own work
PE2.5
Be able to improve the way they coordinate and control their bodies and a range of equipment
PE2.6
Know whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool
PE2.7
Understand the importance of warming up and cooling down

Outdoor PE



PE2.8

Be able to choose, use and vary simple tactics

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M2.1 Sing songs expressively

M2.2 **Sing with an awareness of other performers e.g. in a round/in parts**

M2.3 Perform a rhythm to a given pulse

M2.4 **Handle and play instruments with control**

M2.5 Respond physically when performing, composing and appraising music

M2.6 Identify how sounds can be changed to reflect different stimuli and name classroom instruments

M2.7 Play and sing phrase from dot notation

M2.8 Begin to internalise and create rhythmic patterns

M2.9 Record their own ideas in a written format

M2.10 Make their own symbols as part of a class score

M2.11 **Begin to recognise simple notation on a five line stave**

Year 2 Spring Term Curriculum Overview: Were they hard times?



The Big Idea...

The term "Victorian" was first used during the Great Exhibition in London (1851), where Victorian inventions and morals were shown to the world. What was life like in Victorian times? Was it like that for everyone? How was this shown by artists of the period? How has the Victorian period shaped life around the world today?

In this topic, children will be learning about the lives of Victorians, from the poorest children to the wealthiest citizens. They will explore the lives of schoolchildren, which will start them off on their learning journey in which they will find out about many aspects of Victorian life – food, clothing, jobs, industry, transport and home life – as well as how Victorian holidaymakers shaped our North Devon coastal towns such as Westward Ho! and Ilfracombe.

What was happening around the world in Victorian times will also be investigated. Pupils will find out about the way Victorians did much to create an increasingly inter-connected world, which was at odds at times with the way they treated their colonial subjects, and how this has an effect in today's world. Pupils will use their learning to identify the lives they would like to have lived during Victorian times, and those they would not have!

Termly Global Goals for Sustainable Development focus:



Key Questions:

Why are Victorians called Victorians? What was the Great Exhibition? What was North Devon like in Victorian times? What was it like to be a child in Victorian times?

What was the Great Exhibition? What impact did Victorian Britons have on the world? What are 'colonies'? How did Britain treat their colonial subjects? How did this affect Britain in Victorian times and how does it affect the world today?

Global Goals for Sustainable Development previously studied:



Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Oliver Twist – Charles Dickens (retold by Gill Tavner/Usborne Young Reading/Vintage Children's Classics)
 100 facts on Victorian Britain – Jeremy Smith
 You Wouldn't Want to be a Victorian Schoolchild – John Malam
 You Wouldn't Want to work in a Victorian Mill – John Malam
 Children in Victorian Times - Jill Barber
 Queen Victoria's Bathing Machine - Gloria Whelan
 The Secret Diary of Jane Pinny, Victorian House Maid – Philip Ardagh
 Fair's Fair – Leon Garfield
 Street Child - Berlie Doherty
 Who was Isambard Kingdom Brunel? - Kay Barnham
 The Great Exhibition (How Do We Know About?) - Jane Shuter
 Queen Victoria - Susannah Davidson

Key Experiences:

- Coldharbour Mill visit
- Museum of Barnstaple and North Devon – Victorian artefacts and photographs
- Ilfracombe/Westward Ho! visit

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Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
<p>S2.1 Give simple explanations of similarities, differences and patterns within investigations using scientific vocabulary to answer questions</p> <p>S2.2 Identify and classify objects and living things through comparison of similarities and differences</p> <p>S2.3 Record findings in various formats to answer questions. (Use all of the following over the course of the year: drawings, diagrams, bar charts, tables, displays, photographs, scientific labels, maps)</p> <p>S2.4 Use questions to lead learning and support children to explore and research their own ideas</p> <p>S2.5 Ask simple questions, (with support) as a starting point to develop comparative fair tests</p> <p>S2.6 Find out things from a range of secondary information sources including books, websites and information packs</p> <p>S2.7 Make measurements using standard and non-standard units to collect evidence</p>	<p>S2.13 Describe the simple physical properties of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and use these properties to group them. (Including natural and manmade)</p> <p>S2.14 Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard</p> <p>S2.15 Understand how things move at different speeds, speed up, slow down, and change direction using simple comparisons, comparative vocabulary and superlative vocabulary</p> <p>S2.16 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>S2.17 Understand how forces and different surfaces can change how an object is moving</p> <p>T2.1 Investigate a range of products, tools, materials and techniques to inspire their thoughts and designs</p> <p><u>T2.2 Create and follow a plan in 2D to show what they are going to make through drawings and key vocabulary, exemplifying their selection of appropriate materials</u></p> <p>T2.3 Create prototypes in 3D exploring material and structure</p> <p>T2.4 Use ICT to record the development of the manufacture</p> <p>T2.5 Experience and explain a range of mechanisms such as; wheels, axles, levers and sliders</p> <p><u>T2.6 Assemble a device that has a moving mechanism using techniques such as measuring, marking out, cutting and shaping</u> (device linked to topic e.g. a moving picture of Brunel's Great Western steamship or a model Victorian train that moves)</p>	<p>Text and Graphics</p> <p><u>I2.1 Be able to type words quickly</u></p> <p><u>I2.2</u> Be able to change font size/colour and rotate/resize images</p> <p><u>I2.3</u> Know how to insert and resize images to illustrate a document</p> <p>Multimedia Authoring</p> <p><u>I2.8</u> Be able to create a presentation about a topic with ordered pictures and text</p>
Faith and Belief (F) Assessment objectives underlined and in bold.	Communications and Oracy: (Objectives ongoing throughout the year)	Creative Arts (A) Assessment objectives underlined and in bold.

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<p>F2.2 Be able to explain how different faiths require different commitments</p> <p><u>F2.4</u> Be able to explore and reflect on the influences of faith and belief on relationships with others</p>	<p>O2.1 Listen with sustained concentration to all speakers, asking relevant questions, seeking clarification and following instructions accurately</p> <p>O2.2 Consolidate the principles of "Talk for Maths."</p> <p>O2.3 Identify clearly what they have learnt, describing key points</p> <p>O2.4 Using an audible voice, describe and reflect upon incidents from their own experience</p> <p>O2.5 Explain ideas and processes using language and gestures appropriately</p> <p>O2.6 Respond to presentations, describing characters, repeating some highlights and making relevant contributions about what they have seen or heard</p> <p>O2.7 To be guided at times to participate in discussions and consider the opinions of others, using some evidence</p> <p>O2.8 Be able to compromise in order to make group decisions</p> <p>O2.9 Be able to participate in conflict resolution, sometimes supported by an adult</p> <p>O2.10 Compose sentences orally (warm up a sentence), so children can use auditory skills to support understanding of complete and compound sentences, as well as building up more varied language choices</p> <p>O2.11 Be able to say what they like and dislike, giving reasons</p>	<p>A2.1 Examine the work of a range of artists (e.g. painters, illustrators, sculptors) from different times, cultures and disciplines</p> <p>A2.2 Use art as a means of self-expression</p> <p>A2.3 Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p>A2.4 Explore and evaluate their own and others' 2D and 3D pieces of work</p> <p><u>A2.7</u> Record from first hand observation (Techniques: line, shape and space. Processes: sketching/drawing)</p>
<p>Physical health and Well being (PS) <u>Assessment objectives underlined and in bold.</u> For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Relationships</p> <p><u>PS2.9</u> Identify some of the things that cause conflict with my friends and use some strategies for conflict resolution</p> <p><u>PS2.10</u> Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret, and who to talk to about this</p>	<p>Humanities (G or H) <u>Assessment objectives underlined and in bold.</u></p> <p><u>G2.2</u> Be able to use fieldwork skills – use compass points (N,S,E,W)</p> <p><u>G2.3</u> Be able to use secondary sources to obtain simple geographical information e.g. world maps, globes and aerial photographs</p> <p><u>G2.4</u> Name and locate the world's seven continents and five oceans</p> <p><u>G2.7</u> Be able to describe the geographical features of the school site and local area</p> <p><u>G2.8</u> Understand and use the vocabulary for key human and physical features related to topic e.g.</p>	<p>Global Learning (GL) <u>Assessment objectives underlined and in bold.</u></p> <p><u>GL2.1</u> To be able to show interest and concern for others in the wider world and understand their similarities and differences</p> <p><u>GL2.3</u> To understand what is fair/unfair and right/wrong for individuals or groups in given situations and combat these where appropriate</p> <p><u>GL2.4</u> To know what is meant by 'rich' and 'poor'</p> <p><u>GL2.6</u> To be able to empathise with others and compromise in order to make group decisions</p> <p><u>GL2.7</u> To know about some conflicts past and present in their lives and how they were/could have been</p>

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<p>Finance Education</p> <p>PS2.13 <u>Know about the role money plays in people's lives, including how to manage my money and keep it safe</u></p> <p>PS2.14 Make choices about spending money and understand what influences these choices</p>	<p><u>farm, factory, ocean, river etc.</u></p> <p>H2.1 <u>Be able to ask and answer questions about the past based on pictures, photographs and artefacts</u></p> <p>H2.2 Be able to find out about aspects of the past from a range of sources of information</p> <p>H2.3 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>H2.4 <u>Be able to interpret evidence in their own and family lives and in the past of their nation</u></p> <p>H2.5 <u>Be able to make comparisons between past and present from a range of sources</u></p> <p>H2.6 <u>Know about a range of people and events from a variety of cultures in the past</u></p> <p>H2.7 Understand that events and people's actions have causes and effects</p> <p>H2.8 Understand that the past is represented from a variety of viewpoints</p>	<p>resolved</p>
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Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

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- PL2.2** Be able to count to 10 in Arabic
- PL2.3** Be able to greet each other in languages: Arabic and Spanish (and other language appropriate to class)
- PL2.4** Be able to answer the register in a language of their choice
- PL2.5** Be able to join in with simple stories or texts in Arabic and Spanish
- PL2.6** Be able to describe an object's colour in Arabic, and Spanish
- PL2.7** Know numbers to 10 in Arabic, and Spanish
- PL2.8** Know and perform simple songs and finger rhymes in Arabic and Spanish
- PL2.9** Understand that some children within the school speak different languages and find out what these languages are
- PL2.10** Understand how the school and home life of a child in a Spanish and/or Arabic speaking country is similar or different to their own
- PL2.11** Understand that other countries have different traditions to those in the UK

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

Indoor PE

- PE2.1**
Be able to explore, remember, repeat and link a range of actions with coordination, control, and expression
- PE2.2**
 Be able to compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas

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PE2.3

Understand how to lift, move and place equipment safely and recognise and avoid risks when handling and placing apparatus

Both Indoor and Outdoor PE

PE2.4

Be able to watch and describe performances, and use what they learn to improve their own work

PE2.5

Be able to improve the way they coordinate and control their bodies and a range of equipment

PE2.6

Know whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool

PE2.7

Understand the importance of warming up and cooling down

Outdoor PE

PE2.8

Be able to choose, use and vary simple tactics

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M2.1 Sing songs expressively

M2.2 **Sing with an awareness of other performers e.g. in a round/in parts**

M2.3 Perform a rhythm to a given pulse

M2.4 **Handle and play instruments with control**

M2.5 Respond physically when performing, composing and appraising music

M2.6 Identify how sounds can be changed to reflect different stimuli and name classroom instruments

M2.7 Play and sing phrase from dot notation

M2.8 Begin to internalise and create rhythmic patterns

M2.9 Record their own ideas in a written format

M2.10 Make their own symbols as part of a class score

M2.11 **Begin to recognise simple notation on a five line stave**

Year 2 Summer Term Curriculum Overview: Mysteries of the Rainforest



The **Big** Idea...

Through this topic, children will discover the beauty of our world, from the physical features and processes that shape our planet to the animals that inhabit it.

Pupils will focus upon tropical rainforests biomes as a particular geographical aspect of a range of countries. They will also have the opportunity to explore the vital role we play in safeguarding our planet and its resources for future generations, becoming 'global caretakers'. Climate change will be investigated, as well as the impact of losing our rainforests, which could mean the loss of vital medicines yet to be discovered, as well as putting the planet as a whole at risk. Learning about the animals that live in the rainforest and asking questions about why that particular habitat suits each creature will be a real opportunity to become 'rainforest experts'!

Termly Global Goals for Sustainable Development focus:



Key Questions:

In what different ways is our world beautiful?
How is human activity affecting tropical rainforests?
How is climate change affecting different parts of the world in different ways?
How should the world act if it is to make a difference?
What is the impact of deforestation on our world?
Is it possible to 'save the planet'?

Global Goals for Sustainable Development previously studied:



Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Key Experiences:

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<p>Lord of the Forest - Caroline Pitcher Rainforests (Planet Earth) - Steve Parker Are Humans Damaging the Atmosphere? - Catherine Chambers from the Earth Debate series Mouse Bird Snake Wolf - David Almond Into the Forest – Anthony Browne The Jungle Book – Rudyard Kipling The Wonder Garden - Kristijana S Williams The Secret Garden - Francis Hodgson Burnett (Usborne Young Reading) Journey to the River Sea - Eva Ibbotson The Great Kapok Tree: A Tale of the Amazon Rain Forest (Rise and Shine) - Lynne Cherry The Shaman's Apprentice: A Tale of the Amazon Rain Forest-) Lynne Cherry and Mark Plotkin 100 Facts Rainforests - Camilla De la Bedoyere We're Roaming in the Rainforest Paperback – Laurie Krebs Rainforest Adventure (Amazing Animals) Paperback – Tony Mitton</p>			<ul style="list-style-type: none"> Visit to Eden Project/RHS Rosemoor/garden centre
<p>Working Scientifically (S) (Objectives ongoing throughout the year)</p> <p>S2.1 Give simple explanations of similarities, differences and patterns within investigations using scientific vocabulary to answer questions S2.2 Identify and classify objects and living things through comparison of similarities and differences S2.3 Record findings in various formats to answer questions. (Use all of the following over the course of the year: drawings, diagrams, bar charts, tables, displays, photographs, scientific labels, maps) S2.4 Use questions to lead learning and support children to explore and research their own ideas S2.5 Ask simple questions, (with support) as a starting point to develop comparative fair tests S2.6 Find out things from a range of secondary information sources including books, websites and information packs S2.7 Make measurements using standard and non-standard units to collect evidence</p>	<p>Science and Technology (S/T)</p> <p>S2.18 Understand the differences between things that are living or dead and things that have never been alive. S2.19 Know the basic needs for animals (including humans) and plants e.g. water, air and light, explore temperature with seasons S2.20 Understand the importance of exercise and eating the right amounts of food for humans S2.21 Understand how different food groups can be combined to create a healthy diet S2.22 Identify the life cycles of both flowering plants and everyday animals (Including how humans and animals develop through stages. Vocabulary: baby, toddler, teenager, adult, pregnancy) S2.23 Identify, group and name a variety of plants and animals in a variety of habitats (including micro-habitats), including birds, invertebrates, mammals S2.24 Know how different habitats and animals provide for and depend on each other S2.25 Understand how animals obtain their food from plants and other animals using the idea of a simple food chain. S2.26 Explore how environments need to be protected and maintained and the impact we have on them. (e.g. endangered wildlife)</p>	<p>IT and Computing (I) Assessment objectives underlined and in bold.</p> <p><u>Digital Creativity</u> I2.4 Be able to paint neatly using undo or the rubber to correct mistakes I2.5 Know how to change the brush style or size for effect I2.6 <u>Be able to edit a photo (e.g. by cropping it)</u></p> <p><u>Computing</u> I2.10 <u>Be able to combine commands to draw a trail or follow a route</u> I2.11 Be able to enter a sequence of commands before doing them I2.12 To create and debug simple programs I2.13 Know how to draw a graph and change its appearance</p>	
<p>Faith and Belief (F) Assessment objectives underlined and in bold.</p>	<p>Communications and Oracy: (Objectives ongoing throughout the year)</p>	<p>Creative Arts (A) Assessment objectives underlined and in bold.</p>	

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<p><u>F2.4</u>Be able to explore and reflect on the influences of faith and belief on relationships with others</p> <p><u>F2.7</u>Be able to compare aspects of Christianity, Judaism and Islam</p>	<p><u>O2.1</u> Listen with sustained concentration to all speakers, asking relevant questions, seeking clarification and following instructions accurately</p> <p><u>O2.2</u> Consolidate the principles of "Talk for Maths."</p> <p><u>O2.3</u> Identify clearly what they have learnt, describing key points</p> <p><u>O2.4</u> Using an audible voice, describe and reflect upon incidents from their own experience</p> <p><u>O2.5</u> Explain ideas and processes using language and gestures appropriately</p> <p><u>O2.6</u> Respond to presentations, describing characters, repeating some highlights and making relevant contributions about what they have seen or heard</p> <p><u>O2.7</u> To be guided at times to participate in discussions and consider the opinions of others, using some evidence</p> <p><u>O2.8</u> Be able to compromise in order to make group decisions</p> <p><u>O2.9</u> Be able to participate in conflict resolution, sometimes supported by an adult</p> <p><u>O2.10</u> Compose sentences orally (warm up a sentence), so children can use auditory skills to support understanding of complete and compound sentences, as well as building up more varied language choices</p> <p><u>O2.11</u> Be able to say what they like and dislike, giving reasons</p>	<p><u>A2.1</u>Examine the work of a range of artists (e.g. painters, illustrators, sculptors) from different times, cultures and disciplines</p> <p><u>A2.2</u>Use art as a means of self-expression</p> <p><u>A2.3</u>Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p><u>A2.4</u>Explore and evaluate their own and others' 2D and 3D pieces of work</p> <p><u>A2.5</u><u>Identify, mix and use primary and secondary colours (Techniques: colour. Processes: painting e.g. watercolours)</u></p>
<p>Physical health and Well being (PS) <u>Assessment objectives underlined and in bold.</u> For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p><u>Dreams and Goals</u> <u>PS2.5</u>Persevere even when I find tasks difficult <u>PS2.6</u><u>Work cooperatively in a group to create an end product</u></p> <p><u>Healthy Me</u> <u>PS2.7</u>Show or tell you what relaxed means and I know some things that make me feel relaxed and</p>	<p>Humanities (G or H) <u>Assessment objectives underlined and in bold.</u></p> <p><u>G2.1</u>Be able to use maps at a variety of scales to locate the position and simple geographical features of the UK and a non-European country</p> <p><u>G2.2</u><u>Be able to use fieldwork skills – use compass points (N,S,E,W)</u></p> <p><u>G2.3</u>Be able to use secondary sources to obtain simple geographical information e.g. world maps, globes and aerial photographs</p> <p><u>G2.4</u><u>Name and locate the world's seven continents and five oceans</u></p> <p><u>G2.5</u>Be able to compare an area of the UK with a</p>	<p>Global Learning (GL) <u>Assessment objectives underlined and in bold.</u></p> <p><u>GL2.1</u>To be able to show interest and concern for others in the wider world and understand their similarities and differences</p> <p><u>GL2.3</u><u>To understand what is fair/unfair and right/wrong for individuals or groups in given situations and combat these where appropriate</u></p> <p><u>GL2.6</u><u>To be able to empathise with others and compromise in order to make group decisions</u></p> <p><u>GL2.8</u><u>To understand the concept of the future with regards to sustainability</u></p>

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<p>some that make me feel stressed</p> <p>PS2.8<u>Be motivated to make healthy lifestyle choices</u></p> <p>Changing Me</p> <p>PS2.11<u>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</u></p> <p>PS2.12<u>Be confident to say what kinds of touch I like and don't like and can ask for help if I need it</u></p>	<p>non-European country</p> <p>G2.6<u>Know about the weather and climate conditions in particular localities and how they affect the environment and the lives of people living there</u></p> <p>G2.8<u>Understand and use the vocabulary for key human and physical features related to topic e.g. farm, factory, ocean, river etc.</u></p>	
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Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

- PL2.1**Be able to locate on a world map countries where Arabic is spoken
- PL2.2**Be able to count to 10 in Arabic
- PL2.3**Be able to greet each other in languages: Arabic and Spanish (and other language appropriate to class)
- PL2.4**Be able to answer the register in a language of their choice
- PL2.5**Be able to join in with simple stories or texts in Arabic and Spanish
- PL2.6**Be able to describe an object's colour in Arabic, and Spanish
- PL2.7**Know numbers to 10 in Arabic, and Spanish
- PL2.8**Know and perform simple songs and finger rhymes in Arabic and Spanish
- PL2.9**Understand that some children within the school speak different languages and find out what these languages are
- PL2.10**Understand how the school and home life of a child in a Spanish and/or Arabic speaking country is similar or different to their own
- PL2.11**Understand that other countries have different traditions to those in the UK

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

Indoor PE

- PE2.1**
Be able to explore, remember, repeat and link a range of actions with coordination, control, and expression
- PE2.2**
 Be able to compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas
- PE2.3**
 Understand how to lift, move and place equipment safely and recognise and avoid risks when handling and placing apparatus
- Both Indoor and Outdoor PE**
- PE2.4**
 Be able to watch and describe performances, and use what they learn to improve their own work
- PE2.5**
 Be able to improve the way they coordinate and control their bodies and a range of equipment

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PE2.6

Know whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool

PE2.7

Understand the importance of warming up and cooling down

Outdoor PE

PE2.8

Be able to choose, use and vary simple tactics

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M2.1 Sing songs expressively

M2.2 **Sing with an awareness of other performers e.g. in a round/in parts**

M2.3 Perform a rhythm to a given pulse

M2.4 **Handle and play instruments with control**

M2.5 Respond physically when performing, composing and appraising music

M2.6 Identify how sounds can be changed to reflect different stimuli and name classroom instruments

M2.7 Play and sing phrase from dot notation

M2.8 Begin to internalise and create rhythmic patterns

M2.9 Record their own ideas in a written format

M2.10 Make their own symbols as part of a class score

M2.11 **Begin to recognise simple notation on a five line stave**