

Year Two	Victoria Primary Academy	Key Stage 1
<p>Writing</p>	<p>Mathematics</p>	<p>progress section.)</p>
<p>Narrative</p>	<p>Count and calculate in a range of practical contexts.</p>	<p>Physics</p>
<p>Write stories set in places pupils have been.</p>	<p>Use and apply mathematics in everyday activities and across the curriculum.</p>	<p>Electricity</p>
<p>Write stories with imaginary settings.</p>	<p>Repeat key concepts in many different practical ways to secure retention.</p>	<p>Look at appliances and circuits.</p>
<p>Write stories and plays that use the language of fairy tales and traditional tales.</p>	<p>Explore numbers and place value up to at least 100.</p>	<p>Art & Design</p>
<p>Write narrative diaries.</p>	<p>Add and subtract using mental and formal written methods in practical contexts.</p>	<p>Use experiences and ideas as the inspiration for artwork.</p>
<p>Non-fiction</p>	<p>Multiply and divide using mental and formal written methods in practical contexts.</p>	<p>Share ideas using drawing, painting and sculpture.</p>
<p>Write instructions.</p>	<p>Explore the properties of shapes.</p>	<p>Explore a variety of techniques.</p>
<p>Write recounts.</p>	<p>Use language to describe position, direction and movement.</p>	<p>Computing</p>
<p>Write glossaries.</p>	<p>Use and apply in practical contexts a range of measures, including time.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p>
<p>Present information.</p>	<p>Handle data in practical contexts.</p>	<p>Write and test simple programs.</p>
<p>Write non-chronological reports.</p>	<p>Science</p>	<p>Use logical reasoning to predict the behaviour of simple programs.</p>
<p>Poetry</p>	<p>Biology</p>	<p>Organise, store, manipulate and retrieve data in a range of digital formats.</p>
<p>Write poems that use pattern, rhyme and description.</p>	<p>Plants</p>	<p>Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p>
<p>Write nonsense and humorous poems and limericks.</p>	<p>Identify, classify and describe their basic structure.</p>	<p>Design & Technology</p>
<p>Reading</p>	<p>Habitats</p>	<p>Design</p>
<p>Listen to a range of texts.</p>	<p>Look at the suitability of environments and at food chains.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>
<p>Learn some poems by heart.</p>	<p>Animals and humans</p>	<p>Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>
<p>Become familiar with a wide range of texts of different lengths.</p>	<p>Identify, classify and observe.</p>	<p>Make</p>
<p>Discuss books.</p>	<p>Look at growth, basic needs, exercise, food and hygiene.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p>
<p>Build up a repertoire of poems to recite.</p>	<p>Chemistry</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>
<p>Use the class and school libraries.</p>	<p>Materials</p>	<p>Evaluate</p>
<p>Listen to short novels over time.</p>	<p>Identify, name, describe, classify, compare properties and changes.</p>	<p>Evaluate their ideas and products against design criteria.</p>
<p>Communication</p>	<p>Look at the practical uses of everyday materials.</p>	<p>Technical knowledge</p>
<p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Physics</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>
<p>Listen to and learn a wide range of subject specific vocabulary.</p>	<p>Forces</p>	<p></p>
<p>Through reading identify vocabulary that enriches and enlivens stories.</p>	<p>Describe basic movements.</p>	<p></p>
<p>Speak to small and larger audiences at frequent intervals.</p>	<p>Earth and space</p>	<p></p>
<p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p>	<p>Observe seasonal changes.</p>	<p></p>
<p>Listen to and tell stories often so as to internalise the structure.</p>	<p>Working Scientifically</p>	<p></p>
<p>Debate issues and formulate well-constructed points.</p>	<p>Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for</p>	<p></p>

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<p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>	<p>Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</p>	<p>Where did it happen? When did it happen? Ongoing history and geography unit across year 2.</p>
<p>Cooking and nutrition</p>	<p>Study other religions of interest to pupils.</p>	<p>Y2 RE</p>
<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Additional Content</p>	<p>T1 Places in Christianity, T2 New Testament Stories, T3 Islam, T4 Questions about God, T5 Judaism - Torah, T6 Stories from the Old Testament</p>
<p>Understand where food comes from.</p>	<p>Global Dimension</p>	<p>Y2 PE</p>
<p>Geography</p>	<p>Developing the Global Dimension. History, Geography, Citizenship focus. Whole school curriculum link to the Global Dimension. Linked to Edison CC units.</p>	<p>T1 Real P.E Unit 1, Agility, balance and coordination. T2 Real P.E Unit 2, Throwing and catching. T3 Real P.E Unit 3, Attacking and defending. T4 Real P.E Unit 4, Hitting and striking. T5 Real P.E Unit 5, Athletics. T6 Real P.E Unit 6, Team Games.</p>
<p>Investigate the world's continents and oceans.</p>	<p>Core Learning Skills</p>	<p>Y2 Music</p>
<p>Investigate the countries and capitals of the United Kingdom.</p>	<p>Developing Independence and Responsibility</p>	<p>T1 Pitch and metre.</p>
<p>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</p>	<p>Improving own Learning and Performance</p>	<p>T2 Pitch, pulse, rhythm.</p>
<p>Use world maps, atlases and globes.</p>	<p>Developing Sense of Self Worth and Understanding Others</p>	<p>T3 Vocal music, time rhythm.</p>
<p>Use simple compass directions.</p>	<p>Thinking Skills</p>	<p>T4 Phrases, percussion, tempo.</p>
<p>Use aerial photographs.</p>	<p>Speaking And Listening</p>	<p>T5 Singing, rhythm.</p>
<p>Use fieldwork and observational skills.</p>	<p>Y2 Edison CC Units</p>	<p>T6 Pitch, rhythm, performing.</p>
<p>History</p>	<p>Can Party Food be Healthy? Science and Technology Focus. Everyday materials. What materials make good party decorations? Plan, design and prepare a party meal for the class. (7 week unit)</p>	<p>Pride in Place. History and Geography Focus. What do we like about our place? What makes us proud of our place?</p>
<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p>	<p>Pride in Place. History and Geography Focus. Buildings, shops, homes, streets and spaces. The Great Fire of London - link to Wellingborough and Northampton. Being a photographer. (6 week unit)</p>	<p>Mrs Armitage's Vehicle. Science and Technology Focus. Investigating vehicles, tool skills, chassis, evaluating products. Exploring structures and mechanisms. Investigating and comparing everyday materials. John Macadam, John Dunlop, Charles Macintosh. (9 week unit)</p>
<p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p>	<p>Mrs Armitage's Vehicle. Science and Technology Focus. Investigating vehicles, tool skills, chassis, evaluating products. Exploring structures and mechanisms. Investigating and comparing everyday materials. John Macadam, John Dunlop, Charles Macintosh. (9 week unit)</p>	<p>Where to Bong Trees Grow? Art focus with music and drama. The Owl and the Pussy Cat. Choral speaking, observational drawing, poetry, composition, dance, line and texture. Edward Lear. (3 week unit)</p>
<p>Music</p>	<p>All Creatures Great and Small. Science and Geography Focus. Living things and their habitats, plants, animals including humans. Jane Goodall and chimp behaviour. Dian Fossey - gorillas. Miriam Rothschild - fleas. Charles Darwin and David Attenborough - educators. Location of creatures, hot/cold/mountains/valleys/oceans/jungles/for ests/lakes. We are zoologists. (6 week unit)</p>	<p>How did families have fun in the past? Geography and History Focus. The seaside. Robert Stevenson railway networks and The Rocket. Wellingborough's Victorian Station. Other local railway builders - Mortan Peto (Lowestoft), George Tomaline (Felixtowe), Peter Hesketh (Fleetwood). (6 week unit)</p>
<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p>	<p>Where to Bong Trees Grow? Art focus with music and drama. The Owl and the Pussy Cat. Choral speaking, observational drawing, poetry, composition, dance, line and texture. Edward Lear. (3 week unit)</p>	<p>Play tuned and untuned instruments musically.</p>
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<p>Personal Development</p>	<p>Study role models who have achieved success.</p>	<p>Physical Education</p>
<p>Study role models who have achieved success.</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Perform dances using simple movement patterns.</p>
<p>Physical Education</p>	<p>Perform dances using simple movement patterns.</p>	<p>Religious Education</p>
<p>Perform dances using simple movement patterns.</p>	<p>Study the main stories of Christianity.</p>	<p>Study the main stories of Christianity.</p>