

## Year 2

Topic Title	Time Gone By	Castles	Australia
Term/Year	Autumn	Spring	Summer
Events/Visits	Stibbington	Lincoln Castle	Australia theme day
Literacy Genres	Narrative, instructions, poetry, letters (recount), retelling familiar stories	Narrative (traditional tales), nonsense poetry, non-chronological report, recount (personal - trip)	Author study (Roald Dahl), recount (biography), poetry, narrative (stories from other cultures)
Y2 Texts	<p>Literacy -  <b>Fiction</b> - Whatever Next, Dogger, Peace at Last, The Nativity, Fireworks Poetry, Guy Fawkes &amp; The Gunpowder Plot.  <b>Non-Fiction</b> - Information texts about enchanted creatures, recipes</p> <p>WCR:  <b>Fiction</b> - The Wardrobe Monster, I Wish I'd been born a unicorn, Cotton Wool Colin.  <b>Non-Fiction</b> - Fun Festivals, Strawberries at School, Guy Fawkes</p>	<p>Literacy -  <b>Fiction</b> - Sleeping Beauty, Rumpelstiltskin (plus read alternative versions), nonsense poems (Dr Seuss Fox in Socks, AA Milne, Giant's Rucksack, Ning Nang Nong),  <b>Non-Fiction</b> - Castles.</p> <p>WCR - SATs styles texts and questions (fiction and non-fiction),  <b>Fiction</b> - Woolf, The Clockwork Dragon, Hodgeheg  <b>Non-Fiction</b> - Let's Get Fit, Castles</p>	<p>Literacy -  <b>Fiction</b> - Aboriginal dream stories, George's Marvellous Medicine, haikus/rhyming/shape poems  <b>Non-Fiction</b> - Captain James Cook (biography), recipes, Australia</p> <p>WCR -  <b>Fiction</b> - Dogs Don't do Ballet, How to Catch a Star, The Tear Thief, A Squash and a Squeeze, The Ghost in Annie's Room.  <b>Non-Fiction</b> - Samuel Pepys, information posters, leaflets</p>
	<p><b>All terms</b>  <b>Reading - word reading</b>  Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ol>		
	<p><b>Vocab</b>  <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></p>	<p><b>Vocab</b>  <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></p>	<p><b>Vocab</b>  <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></p>

*drawing on what they already know or on background information and vocabulary provided by the teacher*

- Identify word meaning based on known spelling patterns
- Identify word choices to describe and provide detail for the reader -link to grammar knowledge of expanded noun phrases

**Inference**

*making inferences on the basis of what is being said and done*

- From text read, in addition to those listened to, make simple inferences based on what is said through the words in the text

*(We will begin by introducing inference through pictures before moving onto text-based inferences)*

**Explain**

*discussing their favourite words and phrases*

- Express preferences to characters

**Retrieval**

*checking that the text makes sense to them explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves*

- Retrieve factual information from text read

**Sequence**

*discussing the sequence of events in books and how items of information are related*

- Reorder a series of images to support retelling -select from across text, but not including the whole text

Match text extracts to their location within the text

*drawing on what they already know or on background information and vocabulary provided by the teacher*

- Identify word meaning based on known spelling patterns
- Identify word choices to describe and provide detail for the reader -link to grammar knowledge of expanded noun phrases

**Inference**

*making inferences on the basis of what is being said and done*

- From text read, in addition to those listened to, make simple inferences based on what is said through the words in the text
- Make simple inferences based on what is done/ actions described through the words in the text

**Prediction**

*predicting what might happen on the basis of what has been read so far*

- Make predictions for what might happen next linked to what has been said and done in the text (not solely based on images)

**Explain**

*discussing their favourite words and phrases*

- Construct opinions based on what is said or done

**Retrieval**

*checking that the text makes sense to them explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves*

- Retrieve factual information from text read
- Locate key facts both on individual pages and across a short series of pages

**Sequence**

*discussing the sequence of events in books and how items of information are related*

- Match text extracts to their location within the text
- Sequence up to 5 events using extracts from the text

*drawing on what they already know or on background information and vocabulary provided by the teacher*

- Identify word meaning based on known spelling patterns
- Identify word choices to describe and provide detail for the reader -link to grammar knowledge of expanded noun phrases

**Inference**

*making inferences on the basis of what is being said and done*

- From text read, in addition to those listened to, make simple inferences based on what is said through the words in the text
- Make simple inferences based on what is done/ actions described through the words in the text

**Prediction**

*predicting what might happen on the basis of what has been read so far*

- Make predictions for what might happen next linked to what has been said and done in the text (not solely based on images)

**Explain**

*discussing their favourite words and phrases*

- Construct opinions based on what is said or done

**Retrieval**

*checking that the text makes sense to them explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves*

- Locate key facts both on individual pages and across a short series of pages

			<ul style="list-style-type: none"> <li>• Demonstrate understanding of simple text organisation features</li> </ul> <p><b>Sequence</b> discussing the sequence of events in books and how items of information are related Sequence up to 5 events using extracts from the text</p>
Science	<p>W1: Ask simple questions.</p> <p>W2: Observe closely, using simple equipment.</p> <p>W3: Perform simple tests.</p> <p>W4: Identify and classify.</p> <p>W5: Use observations and ideas to suggest answers to questions.</p> <p>W6: Gather and record data to help in answering questions.</p> <p>Investigate Materials C5: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>C6: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p> <p>Understand Movement, Forces and Magnets P1: Notice and describe how things move, using simple comparisons such as faster and slower.</p> <p>P2: Compare how different things move.</p> <p>Understand Electrical Circuits P4: Identify common appliances that run on electricity.</p>	<p>W1: Ask simple questions.</p> <p>W2: Observe closely, using simple equipment.</p> <p>W3: Perform simple tests.</p> <p>W4: Identify and classify.</p> <p>W5: Use observations and ideas to suggest answers to questions.</p> <p>W6: Gather and record data to help in answering questions.</p> <p>All Living Things &amp; Animals, including humans B9: Notice that animals, including humans, have offspring which grow into adults.</p> <p>B10: Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>B11: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>B16: Identify how humans resemble their parents in many features.</p>	<p>W1: Ask simple questions.</p> <p>W2: Observe closely, using simple equipment.</p> <p>W3: Perform simple tests.</p> <p>W4: Identify and classify.</p> <p>W5: Use observations and ideas to suggest answers to questions.</p> <p>W6: Gather and record data to help in answering questions.</p> <p>Plants B2: Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>B3: Observe and describe how seeds and bulbs grow into mature plants.</p> <p>B4: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Habitats</p>

	P5: Construct a simple series electrical circuit.		<p>B12: Explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <p>B13: 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.</p> <p>B14: Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>B15: 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</p>
Computing	<p><b>Year 2</b></p> <p><b>E-safety &amp; Programming (with Scratch)</b></p> <p>C19: Control motion by specifying the number of steps to travel</p> <p>C20: Add text strings , show and hide objects and change the features of an object.</p> <p>C:21 Select sounds and control when they are heard.</p> <p>C:23 Specify user input9 such as clicks) to control events.</p> <p>C24: Specify the nature of events such as a single event or loop)</p> <p>C25: Create conditions for actions by waiting for a user input.</p> <p>C26: Participate in class social media accounts.</p> <p>C27: Understand online risks and the age rules for sites.</p> <p>C28: Use a range of applications and devices in order to communicate ideas, work and messages.</p>	<p><b>Year 2</b></p> <p><b>Communicate &amp; Data</b></p> <p>C18; Use simple databases to record information in areas across the curriculum.</p> <p>C26: Participate in class social media accounts.</p> <p>C27: Understand online risks and the age rules for sites.</p> <p>C28: Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>C29; Use simple databases to record information in areas across the curriculum.</p>	<p><b>Year 2</b></p> <p><b>Digital Creativity</b></p> <p><b>Stop animation &amp; Video creation and editing</b></p> <p>C28: Use a range of applications and devices in order to communicate ideas, work and messages.</p>
Geog	Geography in and around Grantham/ Map and fieldwork Skills	Mapwork identifying castles in the UK	Oceans and continents/ Australia geography CQ Geography Describing Maps of the World:2

**CQ Geography Mapping the World**  
**Describing maps of the world:1**

**Investigate places**

G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features.

**Investigate patterns**

G10: Identify land use around the school.

G11: Use basic geographical vocabulary to refer to: **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

G12: Use basic geographical vocabulary to refer to: **key human features**, including: city, town, village, factory, farm, house, office and shop.

G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

**CQ The United Kingdom, England, Scotland, Wales, Northern Ireland**  
**Extreme Weather**

**Investigate places**

G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features.

G6: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

**Communicate geographically**

G11: Use basic geographical vocabulary to refer to: **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

**Continents and Oceans**

**Climate**

**England: London**

**Australia**

**Australia: Aboriginal People**

**Australia: Animals**

**Australia: Great Barrier Reef**

**Australia: Sydney**

**Australia: Daintree Rainforest**

**Investigate places**

G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

G6: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.(London)

G7: Name and locate the world's continents and oceans.

**Investigate patterns**

G8: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

			<p>G9: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Communicate geographically</b>  G11: Use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>G12: Use basic geographical vocabulary to refer to: <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</p> <p>G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>
Hist	<p><b>Queen Victoria /Changes to Grantham</b>  <b>CQ History Queen Victoria</b>  <b>The Gunpowder Plot - link to Literacy</b></p> <p><b>Investigate and interpret the past</b>  H1: Observe or handle evidence to ask questions and find answers to questions about the past</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p><b>Build an overview of world history</b>  H6: Describe significant people from the past.</p>	<p><b>History of Castles / Magna Carta / Lincoln Castle /William the Conqueror / Battle of Hastings</b>  <b>CQ History The Battle of Hastings</b></p> <p><b>Investigate and interpret the past</b>  H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>Build an overview of world history</b>  H5: Describe historical events.</p> <p><b>Understand chronology</b></p>	<p><b>Captain James Cook - his life and journeys</b></p> <p><b>Investigate and interpret the past</b>  H1: Observe or handle evidence to ask questions and find answers to questions about the past.  H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>Build an overview of world history</b>  H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Understand chronology</b></p>

	<p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Understand chronology</b> H9: Recount changes that have occurred in their own lives.</p> <p>H10: Use dates where appropriate.</p> <p><b>Communicate historically</b> H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p> <p>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>		<p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H10: Use dates where appropriate.</p> <p><b>Communicate historically</b> H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p>		<p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H10: Use dates where appropriate.</p> <p><b>Communicate historically</b> H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	
Art	<p><b><u>Drawing &amp; Mark Making</u></b> A1: Respond to ideas and starting points A3: Explore different methods and materials as ideas develop A14: Draw lines of different sizes and thickness. A15: Colour (own work) neatly following the lines. A16: Show pattern and texture by adding dots and lines. A17: Show different tones by using coloured pencils.</p>	<p><b><u>Painting – Van Gogh</u></b> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A4: Use thick and thin brushes. A5: Mix primary colours to make secondary. A6: Add white to colours to make tints and black to colours to make tones. A7: Create colour wheels. A26: Describe the work of notable artists, artisans and designers. A27: Use some of the ideas of artists studied to create pieces.</p>	<p><b><u>CQ Portraits</u></b> <b><u>CQ Portraits – Artist's spotlight – Thomas Gainsborough</u></b></p> <p><b><u>Form</u></b> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A11: Use a combination of shapes. Include lines and texture. A12: Use rolled up paper, straws, paper, card and clay as materials. A13: Use techniques such as</p>	<p><b><u>Printing – Rennie Mackintosh</u></b> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A18: Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). A19: Use objects to create prints (e.g. fruit, vegetables or sponges). A20: Press, roll, rub and stamp to make prints. A27: Use some of the ideas of artists studied to create pieces.</p>	<p><b><u>CQ – Love for Landscapes</u></b> <b><u>CQ Love for Landscapes – Artist's spotlight – John Constable</u></b></p> <p><b><u>Textiles</u></b> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A22: Use weaving to create a pattern. A23: Join materials using glue and/or a stitch. A24: Use plaiting.</p>	<p><b><u>Collage – Jeannie Baker</u></b> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A8: Use a combination of materials that are cut, torn and glued. A9: Sort and arrange materials. A10: Mix materials to create texture.</p>

		<p>rolling, cutting, moulding and carving.</p> <p>A26: Describe the work of notable artists, artisans and designers.</p> <p>A21: Use a wide range of tools to create different textures, lines, tones, colours and shapes - link to Computing Digital Art</p>	A25: Use dip dye techniques.
DT	<p><b><u>Textiles - Templates and Joining</u></b></p> <p>DT4: Cut materials safely using tools provided.</p> <p>DT7: Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>DT8: Shape textiles using templates.</p> <p>DT9: Join textiles using running stitch.</p> <p>DT10: Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>DT15: Design products that have a clear purpose and an intended user.</p> <p>DT16: Make products, refining the design as work progresses.</p> <p>DT17: Use software to design.</p> <p>DT18: Explore objects and designs to identify likes and dislikes of the designs.</p> <p>DT19: Suggest improvements to existing designs.</p> <p>DT20: Explore how products have been created.</p>	<p><b><u>Mechanisms - Wheels and Axles</u></b></p> <p>DT4: Cut materials safely using tools provided.</p> <p>DT5: Measure and mark out to the nearest centimetre.</p> <p>DT6: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>DT7: Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>DT11: Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p> <p>DT12: Model designs using software.</p> <p>DT13: Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>DT14: Create products using levers, wheels and winding mechanisms.</p> <p>DT15: Design products that have a clear purpose and an intended user.</p> <p>DT16: Make products, refining the design as work progresses.</p> <p>DT17: Use software to design.</p> <p>DT18: Explore objects and designs to identify likes and dislikes of the designs.</p> <p>DT19: Suggest improvements to existing designs.</p> <p>DT20: Explore how products have been created.</p>	<p><b><u>Food - Preparing fruit and vegetables</u></b></p> <p>DT1: Cut, peel or grate ingredients safely and hygienically.</p> <p>DT2: Measure or weigh using measuring cups or electronic scales.</p> <p>DT3: Assemble or cook ingredients.</p> <p>DT15: Design products that have a clear purpose and an intended user.</p> <p>DT16: Make products, refining the design as work progresses.</p> <p>DT18: Explore objects and designs to identify likes and dislikes of the designs.</p> <p>DT19: Suggest improvements to existing designs.</p> <p>DT20: Explore how products have been created.</p>
Music	<p><b><u>Charanga - Hands, Feet, Heart &amp; Ho Ho Ho</u></b></p> <p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p>	<p><b><u>Charanga - I wanna play in a band &amp; Zootime</u></b></p> <p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p>	<p><b><u>Charanga - Friendship Song &amp; Reflect, Rewind, Replay</u></b></p> <p>M1: Take part in singing, accurately following the melody.</p>

	<p>M3: Make and control long and short sounds, using voice and instruments.  M4: Imitate changes in pitch.  M5: Create a sequence of long and short sounds.  M6: Clap rhythms.  M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).  M8: Choose sounds to create an effect.  M9: Sequence sounds to create an overall effect.  M10: Create short, musical patterns.  M11: Create short, rhythmic phrases.  M12: Use symbols to represent a composition and use them to help with a performance.  M13: Identify the beat of a tune.  M14: Recognise changes in timbre, dynamics and pitch</p>		<p>M3: Make and control long and short sounds, using voice and instruments.  M4: Imitate changes in pitch.  M5: Create a sequence of long and short sounds.  M6: Clap rhythms.  M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).  M8: Choose sounds to create an effect.  M9: Sequence sounds to create an overall effect.  M10: Create short, musical patterns.  M11: Create short, rhythmic phrases.  M12: Use symbols to represent a composition and use them to help with a performance.  M13: Identify the beat of a tune.  M14: Recognise changes in timbre, dynamics and pitch</p>		<p>M2: Follow instructions on how and when to sing or play an instrument.  M3: Make and control long and short sounds, using voice and instruments.  M4: Imitate changes in pitch.  M5: Create a sequence of long and short sounds.  M6: Clap rhythms.  M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).  M8: Choose sounds to create an effect.  M9: Sequence sounds to create an overall effect.  M10: Create short, musical patterns.  M11: Create short, rhythmic phrases.  M12: Use symbols to represent a composition and use them to help with a performance.  M13: Identify the beat of a tune.  M14: Recognise changes in timbre, dynamics and pitch</p>
RE	<p><b>Y2 - Compulsory Being Human : Islam</b></p> <p><b>B1</b>  Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).  <b>B2</b>  Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).  <b>T1</b>  Be able to ask questions about the world around them.</p>	<p><b>Y2 - Compulsory Life Journey: Islam</b></p> <p><b>B2</b>  Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).  <b>L3</b>  Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).  <b>L4a</b>  Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.  <b>L4b</b>  Be able to make connections between family life and living</p>	<p><b>Y2 - Compulsory Being Human - Christianity</b></p> <p><b>B1</b>  Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).  <b>B2</b>  Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).  <b>T1</b>  Be able to ask questions about the world around them.</p>	<p><b>Y2 - Compulsory Life Journey Christianity</b></p> <p><b>B2</b>  Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).  <b>L3</b>  Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).  <b>L4a</b>  Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.  <b>L4b</b>  Be able to make connections between family life and living</p>	<p><b>Y2 - Thankfulness</b></p> <p><b>B1</b>  Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).  <b>B2</b>  Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).  <b>L1</b>  Be able to identify that different people have different beliefs about the world around them.  <b>L2</b>  Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. <b>L3</b></p>

		<p>out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p><b>T1</b> Be able to ask questions about the world around them.</p> <p><b>T3</b> Use reasons to support personal opinions about religions/beliefs.</p>		<p>out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p><b>T1</b> Be able to ask questions about the world around them.</p> <p><b>T3</b> Use reasons to support personal opinions about religions/beliefs.</p>	<p>Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p> <p><b>L4a</b> Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p><b>L4b</b> Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p><b>T1</b> Be able to ask questions about the world around them.</p> <p><b>T3</b> Use reasons to support personal opinions about religions/beliefs.</p>	
Jigsaw PSHE	<p><b>Being Me in my World</b> Special and Safe, My Class, Rights and Responsibilities, Rewards, Consequences, Learning Charters</p>	<p><b>Celebrating Difference</b> Recognising similarities and differences, Bullying, Celebrating differences.</p>	<p><b>Dreams and Goals</b> Setting goals, achieving together, stretching learning, overcoming obstacles, celebrating success.</p>	<p><b>Healthy Me</b> Being healthy, healthy choices, clean and healthy, medicine safety, road safety, Happy, healthy me!</p>	<p><b>Relationships</b> Families, making friends, greetings, people who help us, Being my own best friend, Celebrating special relationships.</p>	<p><b>Changing Me</b> Life cycles, changing me, my changing body, Boys and girls bodies, Learning and growing, Coping with changes.</p>