

Science

Everyday Materials

- Distinguish between an object and the material it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties
- Identify and compare the suitability of a variety of everyday materials
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending and twisting them

Geography

Human Geography

- Use basic geographical vocabulary to refer to: city, town, village, factory, farm, house, office, port, harbour, shop
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map

History

- Changes within living memory
- Explore significant historical events, people and places in own locality

Seahorse Class Spring Cycle B- Happy Homes

Art and Design

- . Year 2 Formal elements of art
- . Develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space
- . To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- . Use a range of materials creatively to design and make products

Design Technology

- . Structures 3 little pigs houses
- . Textiles- Mother's Day pouches

Build structures, exploring how they can be made stronger, stiffer and more stable

- Design purposeful, functional, appealing products based on a design criteria
- Evaluate their ideas and products against a design criteria
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT
- Select from and use a range of tools, equipment to perform a practical task
- Select from and use a wide range of materials and components, including construction materials and textiles

Religious Education

1.6- Who is Muslim and how do they live?

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad.
- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action.
- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

1.5-Why does Easter matter to Christians? (1 week)

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter
- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

Physical Education

- . Dance
- . Run, jump, throw
- 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
- Swim competently, confidently and proficiently over a distance of at least 25 metres

PSHE

Dreams and Goals - Year 1

- Know how to set simple goals
- Know how to achieve a goal
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved

Healthy Me - Year 1

- Know the difference between being healthy and unhealthy
- Know some ways to keep healthy
- Know how to make healthy lifestyle choices
- Know how to keep themselves clean and healthy
- Know that germs cause disease / illness
- Know that all household products, including medicines, can be harmful if not used properly
- Know that medicines can help them if they feel poorly
- Know how to keep safe when crossing the road
- Know about people who can keep them safe

Music

I wanna play in a band - Year 2
Zootime - Year 2

- Use voices expressively to sing songs and create chants
- Play tuned instruments musically
- Make and combine sounds musically

Computing

. KAPOW Units - Year 1: Rocket to the moon (5 Lessons first half term) Year 2: Algorithms & Debugging (5 lessons second half term)

- 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
- Use logical reasoning to make predictions about behaviour of simple programs