

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
<p>Maths</p> <p>Writing</p>	<p>Spell correctly This concept involves understanding the need for accuracy.</p>	<p>Spelling Spelling (see English Appendix 1) spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>		

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	<p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p> <p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description</p>	<p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the <i>GPCs</i>, common exception words and punctuation taught so far.</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Writing Composition</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events 		

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	<p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>Punctuate accurately This concept involves understanding that punctuation adds clarity to writing.</p>	<p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Vocabulary, Grammar and Punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p>		

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		<p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>		
Reading	<p>Read words accurately</p> <p>This concept involves decoding and fluency.</p>	<p>Word Reading</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>		

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		<p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>		
	<p>Understand texts</p> <p>This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Comprehension</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a</p>		

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		<p>level beyond that at which they can read independently</p>		
		<p>discussing the sequence of events in books and how items of information are related</p>		
		<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>		
		<p>being introduced to non-fiction books that are structured in different ways</p>		
		<p>recognising simple recurring literary language in stories and poetry</p>		
		<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>		
		<p>discussing their favourite words and phrases</p>		
		<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		
		<p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p>		

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		<p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
Science	<p>Understanding Plants This concept involves becoming familiar with different types of plants, their structure and reproduction.</p> <p>All living things and their habitats.</p>	<p>KS1 Working Scientifically (Runs through each science topic) This concept involves learning the methodologies of the discipline of Science. Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p>	<p>Water Light Suitable Temperature Grow Healthy Germination Reproduction</p> <p>Living Dead Never alive Habitats Micro-habitats Food</p>	<p>Plant Flowers and vegetables within the school grounds. Kirkleatham woods</p>

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	<p>This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p> <p>Understanding animals and Humans. This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Food-chain Alive Leaf litter Stony path Under bushes Shelter Seashore Woodland Ocean Rainforest Conditions Hot Warm Cold Dry Damp Wet Bright Shade Dark Desert</p> <p>Offspring Grow Adults Nutrition Reproduce Survival Water, food, air Exercise, hygiene Egg- chick- chicken Egg- caterpillar-pupa- butterfly. Spawn-tadpole-frog Lamb-sheep Baby-toddler-child-teenager- adult.</p>	

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	<p>Investigate Materials This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p>		<ul style="list-style-type: none"> Plastic Hard Smooth Bumpy Squashy Absorbent Opaque Brittle Dull Rubber Leather Wool Rigid Fabric Brick Stone Transparent Glass Soft Bendy Rough Metal Wood Waterproof paper 	
History	<p><u>Key events</u></p> <p><u>The lives of significant individuals in Britain's past who have contributed to the nation's achievements</u></p> <p>Captain Cook <i>Exploration of Australia/ New worlds / Map making</i></p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Advancing (Practising) Apply skills to solve problems, explain methods, classify, infer, catagorise, identify patterns, organise, modify,</p>	As Y1	

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	<p><u>Significant historical events, people and places in their own locality.</u></p>	<p>predict, interpret, summarise, make observations, estimate, compare</p> <p>Deep (Deepening understanding) Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove</p>		
<p>Geography</p>	<p>Australian Adventure</p> <p>Amazing Places in the UK/Australia</p> <p>To investigate places</p> <p>Human and Physical Features</p> <p>Compare and contrast locality of the school with a non-European country</p> <p>Key locational coverage could include:</p> <p>Local area- school/ Redcar Lake Hillier, Katherine Gorge Kangaroo Island, Uluru Great Barrier Reef, Yarra Ranges Outback between Brisbane and Perth Painted Cliffs (Tasmania) Australian Alps, Kings Canyon Daintree Rainforest, Sydney Harbour Hyams Beach, Gold Coast</p> <p>Key areas to include (locate key cities within each and link to physical and human features):</p> <p>Queensland, Victoria, New South Wales, Western Australia, South Australia, Northern Territory</p> <p>Research and compare/ contrast to UK:</p> <p>Everyday life, Customs, Leisure, Climate and how this affects way of life Difference in way English is spoken</p>	<p>Use basic geographical language to refer to and describe places.</p> <p>Recognise and describe physical and human features of locations.</p> <p>Use world maps, atlases and globes</p> <p>Use simple fieldwork and observational skills.</p> <p>Use aerial images and plans to recognise landmarks/ physical features.</p> <p>Use simple compass directions.</p> <p>Devise maps and use basic symbols and simple grid references.</p>	<p>Name and locate the world's continents and oceans- world map, take a journey around the world, different forms of transport??</p> <p>Seasonal and daily weather patterns in UK and rest of world- temperatures comparisons between places.</p> <p>Location of hot and cold areas of the world- similarities and differences between these places.</p>	<p>Captain Cook Museum</p> <p>Francis Firebrace- visitor to school</p> <p>Aboriginal Art workshops</p>

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Art	<p>Also compare/ contrast the outback to the coastal cities and the UK</p> <p>Investigate aborigine heritage/ beliefs, 'Dreamtime' and the origins of boomerang/ didgeridoo</p> <p>African Adventure- TBC</p>			
	<p><u>Master Techniques</u> This concept involves developing a skill set so that ideas may be communicated.</p> <p style="text-align: center;">Painting Collage Drawing Digital Media</p> <p>Katherine Gorge - Collage.</p> <p>Great Barrier Reef - Animation - fish swimming etc Drawing of fish</p> <p>Yarra Ranges - Printing using real leaves and objects found in woods.</p> <p>Daintree Rainforest - textiles Sewing felt animals onto cushions. Detail glued on. Main animal sewn on.</p> <p>Collage - of areas visited throughout Geography and History themes.</p> <p>Painting - using water colours</p>	<p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>After the initial introduction of the artist, children can: Research artist Draw parts of their work - through picture frame, Re-create parts or all of their work through 4 main techniques - painting, collage, drawing, digital media. Use artist as inspiration for their own creations. Ransack Reading - From daily dashboard staff meeting.</p> <p><u>Develop Ideas</u> This concept involves understanding how ideas develop through an artistic process.</p>		<p>Captain Cook Museum</p> <p>Aboriginal Art workshops</p> <p>Kirkleatham museum???</p>

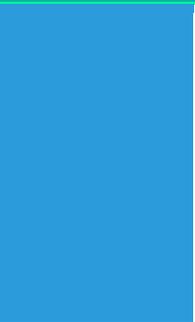
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	<p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>Francis Firebrace- aboriginal art Ken Done: Kirra Jamison Rachel Castle Spenceroni Leah Bartholomew Rowena Martinich</p> <p>'Katie and the Sunflowers' book - Links to Science topic plants.</p>			
DT	<p><u>Year 2</u> Creative themes - Lift the teacher</p> <p>Learn about mechanisms To master practical skills - Mechanics</p> <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. <p>To master practical skills: Construction</p> <ul style="list-style-type: none"> • Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Take inspiration from design throughout history <i>George Stephenson - inventor of locomotive and railroad switch on tracks</i></p>	<p>Design, make, evaluate and improve</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Use software to design.</p> <p>Master practical skills</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<p>Links to other areas History - catapults/ mechanisms in railways</p> <p>Y2 provision box: Cutting, measuring, joining materials according to milestone objectives.</p> <p>DD opportunities:</p>	<p>York railway?</p>

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	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. 	<p>To master practical skills (Textiles)</p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p><i>(African, Australian art using textiles)</i></p> <p>To master practical skills (Food)</p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p><i>(Research and make simple UK /Australian / African recipes)</i></p>	<p>Real life mechanics - levers, sliders, wheels, axels in real life - grouping/hunt</p> <p>Finding mechanisms in classroom - scissors, doors, drawers etc.</p>	
Computing	<p>To code</p> <p>Sensing - Creating conditions for actions to occur.</p> <p>Looks - Add text strings, show and hide or change features.</p> <p>Sound - Select sounds and control when they are heard.</p> <p><i>Logo (Purplemash), 2Code - progression from Y1 level, Scratch Jnr (app), Scottie Go</i></p> <p>To communicate</p> <p>Using other curriculum areas to communicate ideas.</p> <p><i>Showbie, 2email (simple interface), Notebook/EE, 2 Publish, 2Write</i></p> <p>To connect</p> <p>Participate with weekly class blog.</p>	<p>Understanding online risks - To be a constant theme during all aspects of computing.</p> <p>Code- Continually provide opportunities to Create, test and debug algorithms. (Provision area)</p> <p>Connect- Weekly blog. Use stimulus for weekly blog such as Bristish values, picture news, events in school, guided reading or other curriculum areas of interest. Share own class blog with parents using Purple Mash blog.</p>	<p>Vocab</p> <p><i>Sense, control, algorithm, text, code, debug, subject, email</i></p> <p>Links to maths – Cover direction, position and movement through coding.</p> <p>Collect-</p> <p>Use dashboard information to create pictograms/ charts on 2count</p> <p>Temperature</p> <p>Number of chn in class over the week</p> <p>Walk to school information</p>	<p>Safer Internet Day</p> <p><i>Tuesday 11th February</i></p> <p>Inspire2Learn event - check calendar when released.</p>

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	<p>Purplemash Year 2 Blog To collect Use simple data bases to record information across the curriculum. <i>Geography dash board temps, walk to school information. 2 graph. Create and use simple databases linking to science (plants/animals) purple mash</i></p>	<p>Communicate ideas -Use a range of applications and devices to communicate ideas, work or messages through out the year.</p>		<p>In preparation for KS2 - Summer term Coding Club Toodle Bit</p>
<p>Music</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes. Singing/chanting days of the week/ moths <i>Charanga - weekly coverage</i> Performances Learn to sing National anthem + Australian National anthem Play tuned and untuned instruments musically. <i>Charanga - weekly coverage</i> Performances Learn to play Traditional Australian instruments Traditional Instruments from across UK Listen with concentration and understanding to a range of high-quality live and recorded music. Listening to range of music throughout year - genres and styles. <i>Charanga - weekly coverage</i> Self-assessing sessions - listening back Make and combine sounds using the inter-related dimensions of music. <i>pulse, pitch, rhythm, Dynamics</i> <i>Charanga - weekly coverage</i></p>	<p>Perform - Understanding music is created to be performed.</p> <p>Compose - Understanding music is created through a process which has a number of techniques.</p> <p>Describe Music - Appreciating the features and effectiveness of musical elements</p>	<p>Listening to music coming in and leaving school - weekly/2 genre/style - appraise end of week. <i>Classical/pop/rock/hiphop</i> <i>p</i> Number rock - maths links Supermovers Provision - listening centre listening to/ appraising different genres of music covered</p>	<p>World Music Day - 21st June Snappy Spring - Performing Christmas performance TVMS services - 3 sessions</p>

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PE	<p>Topic links Australia Listen to songs from when famous people were alive (history) Songs from Victorian Era</p>			
	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Games, Dance, Gymnastics, OAA Different ways of travelling Walking, running, hopping, skipping, jumping. Rolling, throwing, bouncing, kicking, catching, defending, attacking</p>	<p>15 minute run x 3 a week Supermovers 5 a day TV Active lessons</p>	<p>Gym festival PJ masks festival Super stories trail</p>
RE/Culture	<p>Understand beliefs and teachings To understand the key teachings of various religions. Understand practices and lifestyles To understand the day to day lives and practices of various religions. Look at relevant festivals (2019-20) from different religions- Rosh Hashanah, Navaratri, Diwali, Makar Sankranti, Easter, Wesak, Pentecost, Christmas Comparing Christianity with another religion – beliefs, holy book, practices (water in religion, pilgrimages)</p>	<p>Describe a religion and main festivals. Name religious artefacts and symbols. Understand how beliefs are conveyed use books, readings and other means of communication to see how beliefs are taught. Reflect Identify what is important in their lives and compare to religious beliefs. Understand Values Understand the term morals and how actions affect others (links to British Values)</p>	<p>Recall names of main religions Recall key vocab from Christianity and another other religion- place of worship, main God, holy book, related story.</p>	
PSHCE				
Keeping Safe				

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British Values	Continue with British Weekly News topics – Individual Liberty, Rule of Law, Democracy, Respect and Tolerance.	Focus on key events during the year – (Global learning links) Black History Month, Universal Children’s Day, Fair Trade, World Water Day, Universal day of Happiness		
MFL	<p><u>Speak confidently</u></p> <ul style="list-style-type: none"> • Use a range of spoken phrases • Understand standard language • Answer simple questions • Pronounce words showing a knowledge of sounds. <p><u>Understand the culture of countries in which French is spoken.</u></p> <ul style="list-style-type: none"> • Identify countries and communities where French is spoken • Demonstrate some knowledge and understanding of customs in those countries/communities • Awareness of social conventions when speaking to someone. <p><u>Will need stand alone lesson for the topics to be taught:</u></p> <p>Name Numbers Hello Goodbye Colours Feelings/ how are you</p>		<p>Hello/ Goodbye in French - read the words and verbally respond.</p> <ul style="list-style-type: none"> • Can they do the appropriate gesture to suit the French culture. <p>Counting to 20 - read, write and speak the numbers (gradual process- start verbally repeating)</p> <p>Answer simple questions with Yes/No in French</p> <ul style="list-style-type: none"> • Read and speak the cards - hold up flashcards? <p>Colours (gradually learn the colours Red, yellow, blue, green)</p> <ul style="list-style-type: none"> • Read and write by labelling items with colours • Verbally respnd when asked colours • Colour song <p>Plot feelings in French on a scale after repeating and reading a word</p>	

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			<p>Supermover/ 5 a day in French - listen and repeat</p> <ul style="list-style-type: none">• Can they understand the action.	