



# Edmondsley Primary School

## Curriculum Map: Year 2

**Red Text = Theme**

**Purple Text = Links to specific topics/themes which will prepare children for the experiences of later life in modern Britain and particular needs identified for children who attend Edmondsley Primary School.**

	Autumn		Spring		Summer	
<b>TOPIC</b>	<b>Dungeons and Dragons</b>	<b>London's Burning!</b>	<b>Land Ahoy!</b>	<b>Superheroes (To infinity and beyond)</b>	<b>Early Edmondsley</b>	<b>Oh, I do like to be beside the seaside.</b>
<b>Hook into Learning</b>	<b>Trip to Visit Newcastle Castle.</b>	<b>Drama Day - The fire has broken out!</b>	<b>Music from around the world - visitor.</b>	<b>Dress Up Day!</b>	<b>Walk around the Village.</b>	<b>Trip to Tynemouth/ Saltburn.</b>
<b>Writing across the curriculum</b>	History – writing fairy tales set in specific castles – linked to school house teams. Recount of a visit to a castle. A diary – day in the life of a servant.	History – Story set in London during time of Great Fire of London.  Geography – Acrostic poem of London/ environment.	Geography – Writing a story set in a different country.  History – diary of explorers and travellers.	History – Write a historical recount of Florence Nightingale or Rosa Parks.	Science – explanation texts on why certain creatures choose particular habitats.	Geography – Travel adverts for going on holidays/iMovie adverts.  History – Play-scripts linked to Punch and Judy shows.
<b>History</b>	<ol style="list-style-type: none"> <li>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Show where places, people and events fit into a broad chronological framework.</li> <li>Begin to use dates.</li> <li>Choose and use stories to show understanding of events.</li> </ol>	<ol style="list-style-type: none"> <li>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Show where places, people and events fit into a broad chronological framework.</li> <li>Begin to use dates.</li> <li>Recognise why people did things.</li> <li>Recognise why some events happened.</li> <li>Recognise what happened as a result of people's actions.</li> <li>Identify similarities and differences between ways of life in different periods, including their own lives.</li> <li>Choose and use stories to show understanding of events.</li> </ol>	<ol style="list-style-type: none"> <li>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Show where places, people and events fit into a broad chronological framework.</li> <li>Begin to use dates.</li> <li>Recognise and make simple observations about who was important in a historical event/account.</li> <li>Choose and use stories to show understanding of events.</li> <li>Communicate understanding of the past in a variety of ways.</li> </ol>	<ol style="list-style-type: none"> <li>Show where places, people and events fit into a broad chronological framework.</li> <li>Begin to use dates.</li> <li>Recognise why people did things.</li> <li>Recognise why some events happened.</li> <li>Recognise what happened as a result of people's actions.</li> <li>Identify ways that the past is represented.</li> <li>Discuss change and continuity in an aspect of life.</li> </ol>	<ol style="list-style-type: none"> <li>Recognise and make simple observations about who was important in a historical event/account.</li> <li>Begin to use dates.</li> <li>Recognise why people did things.</li> <li>Recognise why some events happened.</li> <li>Recognise what happened as a result of people's actions.</li> <li>Identify ways that the past is represented.</li> <li>Discuss change and continuity in an aspect of life.</li> <li>Develop awareness of the past, using common words and phrases such as a long time ago, recently, when I was younger, years, decades, centuries.</li> </ol>	<ol style="list-style-type: none"> <li>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Show where places, people and events fit into a broad chronological framework.</li> <li>Begin to use dates.</li> <li>Identify similarities and differences between ways of life in different periods, including their own lives.</li> <li>Discuss change and continuity in an aspect of life.</li> <li>Identify ways in which the past is represented.</li> <li>Choose and use stories to show understanding of events.</li> </ol>





# Edmondsley Primary School



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Geography</b></p>	<p>1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key and human physical features of the surrounding environment.</p> <p>2. Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>3. To devise a simple map and use and construct basic symbols in a key.</p>	<p>1. Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>2. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key and human physical features of the surrounding environment.</p>	<p>1. Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>2. Use simple compass directions (NSEW) and locational and directional language, to describe location of features and routes on a map.</p> <p>3. Identify seasonal and daily weather patterns in the UK and locations of hot and cold countries in relation to the equator and the North and South poles.</p> <p>4. Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a contrasting non-European country.</p>	<p>1. Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>2. Identify seasonal and daily weather patterns in the UK and locations of hot and cold countries in relation to the equator and the North and South poles.</p>	<p>1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key and human physical features of the surrounding environment.</p> <p>2. To devise a simple map and use and construct basic symbols in a key.</p> <p>3. Use aerial photographs and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>1. Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>2. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key and human physical features of the surrounding environment.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art and Design</b></p>	<p><b>Natural Art - castles</b> Develop understanding of 2D and 3D in terms of artwork Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces. Look at sculptures by known artists and natural objects as starting points for own work Develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p>	<p><b>London Landmarks – sketch, detail, pastels, paint, backgrounds – small and large scale.</b> Begin to control lines to create simple drawings from observations Begin to add detail to line drawings Work from observation and known objects Begin to collect ideas in sketchbooks Use thick felt top pens/chalks/charcoal /pastels Recognise and name primary and secondary colours Mix primary colours to make secondary colours Create washes to form backgrounds. Create and experiment with shades of colour and name some of these Draw on smaller and larger scales.</p>	<p><b>Artwork from other cultures – aboriginal art (Captain Cook)</b>  Consider works from different cultures (Australia)  Recognise warm and cold colours  Explore relationships between mood and colour  Recognise and name primary and secondary colours Mix primary colours to make secondary colours Consider consistency when applying paint  Experiment with marbling, investigating how ink floats and changes with movement.</p>	<p><b>Superhero artwork based on their own superhero. Look at Pop Art work/ Andy Warhol</b> <b>Printing with logo designs</b>  Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control.  Develop controlled printing against outline/within cut out shapes.  Use matchbox to print to explore possibilities – different sizes.</p>	<p><b>Coal Mining pictures linked to Lowry</b> <b>Environment art – recycled materials weaving -upcycling</b>  Use thick felt top pens/chalks/charcoal/pastels  Develop tearing, cutting and layering paper to create different effects  Weave using recycled materials – paper, carrier bags</p>





# Edmondsley Primary School

## Design and Technology

### Construction – Building a castle with a drawbridge Bridges to withstand weight

Build structures, exploring how they can be made stronger, stiffer and more stable. Design purposeful products based on design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT. Assemble, join and combine materials and components using simple fixing materials. Select from a range of tools. Use finishing techniques. **Suggest how their products could be improved.** Explore a range of existing products.

### Construction – To make a London bus

Explore and use mechanisms in products. Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.

Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT. Assemble, join and combine materials and components using simple fixing materials. Select from a range of tools. Use finishing techniques. **Suggest how their products could be improved.** Explore a range of existing products.

### Food Technology – prepare healthy meals – link to science

Understand food ingredients should be combined according to sensory characteristics. **Use basic principles of healthy and varied diet to prepare dishes. Know everyone should eat at least five portions of fruit and vegetables every day.** Prepare simple dishes safely and hygienically without heat sources.

Use techniques such as cutting.

### Construction – build a boat which will not sink

Build structures, exploring how they can be made stronger, stiffer and more stable. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT.

Assemble, join and combine materials and components using simple fixing materials.

Select from a range of tools. Use finishing techniques. **Suggest how their products could be improved.** Explore a range of existing products.

### Food Technology – to explore recipes using fruit from Caribbean

Understand food ingredients should be combined according to sensory characteristics. Use basic principles of healthy and varied diet to prepare dishes. Use appropriate equipment to measure and weigh ingredients. Prepare simple dishes safely and hygienically without heat sources. Use techniques such as cutting.

### Construction – To make a sliders poster with their superhero

Explore and use mechanisms in products. Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.

Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT. Assemble, join and combine materials and components using simple fixing materials. Select from a range of tools. Use finishing techniques. **Suggest how their products could be improved.** Explore a range of existing products.

### Food Technology – to make a range of meals from the garden or school allotment

Understand food ingredients should be combined according to sensory characteristics. **Know and understand where food comes from.**

Use appropriate equipment to measure and weigh ingredients. Prepare simple dishes safely and hygienically without heat sources. Use techniques such as cutting. Name and sort foods into the five food groups of the eat well plate. **Know everyone should eat at least five portions of fruit and vegetables every day.**

### Construction – to create moving puppets for Punch and Judy show

Explore and use mechanisms in products. Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.

Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT. Assemble, join and combine materials and components using simple fixing materials. Select from a range of tools. Use finishing techniques. **Suggest how their products could be improved.** Explore a range of existing products.





# Edmondsley Primary School



	Use of Materials	Animals including humans	Living things and habitats		Living things and habitats	Plants
Science	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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, &amp; their dependency</li> </ul>		<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
Spellings	<p><b>Week 1</b> - ai, a_e  <b>Week 2</b> - ee, e_e  <b>Week 3</b> - igh, i_e  <b>Week 4</b> - oa, o_e  <b>Week 5</b> - u_e  <b>Week 6</b> - dge, ge</p>	<p><b>Week 7</b> - c before i, e, y  <b>Week 8</b> - kn, gn  <b>Week 9</b> - wr  <b>Week 10</b> - y to a e ending word  <b>Week 11</b> - ed, er, est to a e ending word  <b>Week 12</b> - ed, er, est to a y ending word</p>	<p><b>Week 13</b> - -le, el  <b>Week 14</b> - al, il  <b>Week 15</b> - Adding ies to verbs and nouns ending in y  <b>Week 16</b> - i before ed, est, er  <b>Week 17</b> - Dropping the e when adding er, est and ing  <b>Week 18</b> - Doubling consonants when adding ing, ed, er and est</p>	<p><b>Week 19</b> - or as al or all  <b>Week 20</b> - Spelling words with the suffix ly  <b>Week 21</b> - /i:/ sound spelt -ey  <b>Week 22</b> - /v/ sound spelt a after w and qu  <b>Week 23</b> - wa, qua and wor  <b>Week 24</b> - /3/ sound spelt s</p>	<p><b>Week 25</b> - tion  <b>Week 26</b> - Homophones  <b>Week 27</b> - Homophones  <b>Week 28</b> - Near Homophones  <b>Week 29</b> - suffixes ful, less  <b>Week 30</b> - suffixes ment, ness</p>	<p><b>Week 31</b> - Apostrophes for contractions  <b>Week 32</b> - Apostrophes for contractions  <b>Week 33</b> - Possessive apostrophe (singular)  <b>Week 34</b> - /ʌ/ sound spelt o  <b>Week 35</b> - CEW revisit  <b>Week 36</b> - CEW revisit</p>
Writing Process	<ul style="list-style-type: none"> <li>Correctly organises text in different forms of writing</li> <li>Plans out loud what is going to be written</li> <li>Creates simple plans to support writing</li> <li>Makes simple improvements to writing</li> <li>Proof-reads own writing to check for basic spelling, sentence and punctuation errors</li> </ul>		<ul style="list-style-type: none"> <li>Can write for longer periods of time at greater length of written work</li> <li>Writes down key ideas and words with some new vocabulary taken from listening and talking about whole books</li> <li>Considers word choice, grammar and punctuation</li> <li>Re-reads own writing to check for sense, basic errors and meaning</li> <li>Reads aloud writing with appropriate pace, clarity and emotion to make meaning clear</li> </ul>		<ul style="list-style-type: none"> <li>Proof reads to check for errors including spelling, grammar and punctuation</li> <li>Re-reads writing to check for correct tense throughout writing</li> <li>Evaluates writing with other children and the teacher</li> <li>Makes appropriate additions to writing and revises work where needed</li> <li>Writes narratives about personal experiences and those of others</li> <li>Writes for different purposes</li> <li>Uses plans to support writing</li> <li>Links ideas and events to create 'flow'</li> <li>Evaluates the effective use of word choice, grammar and punctuation</li> </ul>	





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<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation</li> <li>Reads all known graphemes</li> <li>Reads unfamiliar words containing known GPCs accurately and without needing to sound out</li> <li>Reads accurately words that have been encountered previously</li> <li>Reads known Common Exception Words fluently</li> <li>Segments words into syllables to aid decoding</li> <li>Uses punctuation to aid reading with expression</li> <li>Notices when reading does not make sense and attempts to self-correct</li> <li>Listens to and talks about a wide range of poetry, stories and non-fiction</li> <li>Retells a range of story in sequence</li> <li>Answers questions about books read and shared</li> <li>Finds and retrieves literal information</li> <li>Begins to ask own simple questions about books read and shared</li> <li>Recognises and comments on simple recurring language in poems and stories</li> <li>Makes plausible predictions</li> <li>Distinguishes between fact and fiction</li> <li>Shows some awareness of text features</li> </ul>		<ul style="list-style-type: none"> <li>Reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting</li> <li>Reads familiar words without overt sounding and blending</li> <li>Reads words of 2 or more syllables fluently and consistently</li> <li>Reads Common Exception Words fluently, taking note of differences between spelling and sounds and where these occur in words</li> <li>Uses punctuation to read with increased expression</li> <li>Notices when reading does not make sense and self-corrects</li> <li>Asks and answers questions about books read and shared</li> <li>Makes simple inferences using evidence from the text</li> <li>Talks about new vocabulary &amp; offers suggestions about the meaning based on the context</li> <li>Discusses favourite words and phrases</li> <li>Explains how items of information are related and discusses sequence of events</li> <li>Makes plausible predictions, using evidence from the text</li> <li>Begins to skim and scan to find information needed</li> <li>Talks about how to choose a book to read</li> </ul>		<ul style="list-style-type: none"> <li>Applies phonic knowledge and skills consistently to decode texts accurately and without hesitation</li> <li>Sounds out unfamiliar words accurately, without undue hesitation</li> <li>Automatic decoding, using phonics, is embedded and reading is fluent</li> <li>Recognises and effortlessly decodes alternative sounds for graphemes</li> <li>Reads accurately words of two or more syllables, containing known graphemes</li> <li>Recognises and effortlessly decodes most Common Exception Words</li> <li>Reads words been previously encountered quickly &amp; accurately, without sounding/ blending</li> <li>Reads words containing common suffixes</li> <li>Notices when reading does not make sense and takes appropriate action</li> <li>Begins to use expression and intonation to engage a listener, when reading aloud</li> <li>Self-corrects and re-reads to ensure fluency and meaning</li> <li>Identifies sequences of events in texts offering explanations of how information is related</li> <li>Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and trad. tales</li> <li>Recognises and understands the different structures of non-fiction books that have been introduced</li> <li>Shares favourite words and phrases, and clarifies the meaning of new words through discussion</li> <li>Learns &amp; recites a repertoire of poems by heart, using appropriate intonation to make meaning clear</li> <li>Demonstrates understanding of what is read independently or listened to, by drawing on own knowledge, and information and vocabulary provided</li> </ul>		
	<b>Writing</b>	Grammar	Conjunctions Nouns and Verbs Plural nouns Past and present tenses Noun phrases	Statements, questions and exclamations Adjectives and Verbs Conjunctions Answering questions Adverbs	Adjectives Tenses present Plural nouns Commands Nouns and verbs Compound words Progressive past and present	Conjunctions Adjectives Nouns and verbs Commands and exclamations Plural nouns Noun phrases Adverbs	Nouns Verbs Commands Coordinating Conjunctions Adjectives Compound words Progressive past and present
	Punctuation	Capital letters Full Stops Apostrophes for possession	Commas for lists Capital letters Question marks	Commas for lists Apostrophes for contractions Capital letters for proper nouns	Question marks Commas for lists Apostrophes for possession	Full stops Commas in lists	Apostrophes for contractions Capital letters for proper nouns Commas in lists
	Vocab.	Suffixes – ing	Suffixes – ful, ment, ness Prefixes - un	Suffixes – er, ful, less, ly	Suffixes – er, est, ly, ness	Suffixes – er, est, ly Suffixes – al, est, ful, ly	Changing nouns to adjectives using suffix al
	Genre	Narrative; Fairy Tales and legends <a href="#">Linked to Dungeons and Dragons theme</a>  Non-fiction; Flow charts and diagrams <a href="#">Linked to castles</a>  Narrative; Take One Book – One week whole school focus	Narrative; Stories with familiar settings <a href="#">Linked to London theme</a>  Poetry: Acrostic <a href="#">Linked to London theme</a>  Non-fiction; Newspaper Reports <a href="#">Based on Fire of London and Gunpowder Plot</a>	Narrative; Stories from other cultures <a href="#">linked to Land Ahoy!</a>  Non-fiction; Recounts <a href="#">linked to Land Ahoy!</a>  Non-fiction; Instructions <a href="#">Link to DT – making food and building boats which will float</a>	Non-fiction: <a href="#">information texts linked to significant historical figures</a>  Narrative; fiction from recurring literacy language <a href="#">Linked to Superheroes theme</a> <a href="#">Supertato</a> <a href="#">Michael Recycle</a>	Narrative; Animal stories <a href="#">Linked to Where the Wild Things Are.</a>	Non-fiction; Writing for a range of purposes and audiences <a href="#">Linked to Oh, I do like to be beside the seaside</a>  Playscripts: <a href="#">linked to Punch and Judy shows.</a>  Poetry: Concrete poems <a href="#">Linked to Oh, I do like to be beside the seaside</a>







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## Maths

### Place Value

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs. Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

### Addition and Subtraction

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures

applying their increasing knowledge of mental and written methods.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones

-a two-digit number and tens

-two two-digit numbers Adding three one-digit numbers.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### Measures: money

Recognise and use symbols for pounds (£) and pence (p); Combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

### Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Fractions

Recognise, find, name and write fractions: one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity.

Write simple fractions for example, one half of  $6 \div 3$  and recognise the equivalence of two quarters and one half.

### Data Handling

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

### Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.

### Measures

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and sequence intervals of time.

### Position And Direction

Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

### REVISION/RECAP OF ALL STRANDS

#### FOCUS ON TAF (2017-2018)

- partition two-digit numbers into different combinations of tens and ones.
- add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required
- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $1/3$ ,  $1/4$ ,  $1/2$ ,  $2/4$ ,  $3/4$  and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes

Areas for improvement, highlighted following assessment after 'Statutory Assessment Tests'





# Edmondsley Primary School

<b>Computing</b>	<p><b><u>Mythical Creatures (animation – linked to Dungeons and Dragons)</u></b></p> <p>Discuss examples of animation and techniques used.</p> <p>Develop their creatures.</p> <p>Plan the story.</p> <p>Make the creature and any backgrounds.</p> <p>Produce the animation.</p> <p>Children showcase their animation.</p>	<p><b><u>Young Authors</u></b></p> <p>Discover the history of the World Wide Web.</p> <p>Outline the key advancements in computer development.</p> <p>Present findings to peers to share knowledge.</p> <p>Create an eBook based on research findings.</p> <p>Create an eBook based on research findings.</p> <p>Enhance layout with images, audio and video.</p>	<p><b><u>Whatever the Weather (linked to Land Ahoy around the world)</u></b></p> <p>Children understand what it meant by ‘interpreting data.’</p> <p>Children can explain what is meant by ‘data.’</p> <p>Children can identify different ways of collating data.</p> <p>Children are able to present findings.</p> <p>Children are able to interpret data from graphs.</p> <p>Children can identify what information would be shown in a graphical format.</p> <p>Children can input data accurately and present this information in graphical format.</p> <p>Children compare data.</p>	<p><b><u>Super Sci-Fi (linked to Superheroes theme)</u></b></p> <p>To create a simple space invader game.</p> <p>Create and export digital graphics to use in game play.</p> <p>Apply advanced design concepts to create a complex game.</p> <p>Create character profiles.</p> <p>Recall and recreate famous events.</p> <p>Create a podcast.</p>	<p><b><u>Code-tastic</u></b></p> <p>Have an understanding of what code does.</p> <p>Introduce how you could change and improve upon a game.</p> <p>Understand the commands used in Daisy the Dino and creating your own code.</p> <p>Create code to draw shapes using “Move the turtle.”</p> <p>Create code using Hopscotch.</p> <p>Create code using Hopscotch part 2.</p>	<p><b><u>You’ve Got Mail</u></b></p> <p>Children gain an understanding of email.</p> <p>Children will learn about how emails are sent.</p> <p>What can I share?</p> <p>Children will learn about the importance of keeping personal information private.</p> <p>Set up and Using Edmodo.</p> <p>Children will learn how to log onto Edmodo and post on the class wall.</p> <p>Children will learn how to add a profile picture and participate in a class poll.</p>
	<b>PSHCE</b>	<p><b><u>New Beginnings</u></b></p> <ul style="list-style-type: none"> <li>• I know how to make someone feel welcome in my class.</li> <li>• I can help to make a set of class rules.</li> <li>• I know how to include everyone in my group.</li> <li>• I can tell you how I feel good about the things I do well.</li> <li>• I know some ways to help my friends calm down when they feel scared or upset.</li> <li>• I know what to do when I am upset or sad.</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can tell when I love or care for someone.</li> <li>• I understand that we can remember people even if we do not see them.</li> <li>• I can tell you something that has made me jealous.</li> <li>• I can tell if other people are feeling scared or upset.</li> <li>• I know how to apologise and accept apologies.</li> <li>• I can describe why people are important in my life.</li> <li>• I understand what types of physical contact is acceptable, comfortable, unacceptable and how to respond to these.</li> </ul>	<p><b><u>Going for goals</u></b></p> <ul style="list-style-type: none"> <li>• I know that I will be able to do more things when I am older.</li> <li>• I can tell you what I would like to achieve in the future and set a realistic goal.</li> <li>• I can tell you what I have to do to achieve my goal.</li> <li>• I can recognize when I am becoming bored or frustrated and I know some ways to overcome this.</li> <li>• I can predict and understand the consequences of my solutions or ideas.</li> </ul>	<p><b><u>Good to be me</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you about things I am good at and things I find difficult.</li> <li>• I know what it is to feel proud and can help others to feel proud too.</li> <li>• I understand when I feel worried or anxious.</li> <li>• I can tell what makes me feel calm and relaxed.</li> <li>• I know how to stand up for myself.</li> <li>• I know how some diseases spread and how they can be controlled.</li> <li>• I understand I have responsibilities for my own health and that of others.</li> </ul>	<p><b><u>Getting on and falling out</u></b></p> <ul style="list-style-type: none"> <li>• I know how to look and act friendly.</li> <li>• I can think of lots of ways to give ‘Friendship Tokens’.</li> <li>• I can understand what to do when I have a problem in my friendship group.</li> <li>• I am aware that sharing is sometimes difficult especially when something is very precious to us</li> <li>• I understand that there are different types of teasing and bullying and that these are wrong and unacceptable.</li> <li>• I understand that people’s bodies and feelings can be hurt.</li> </ul>





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<b>Physical Education</b>	<p><b>Games</b></p> <p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). <i>Work co-operatively in teams.</i></p> <p><b>Dance (Linked to Dungeons and Dragons)</b> Copy some moves. Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression. Use own ideas to sequence dance. Sequence and remember a short dance. <i>Respond to own work and that of others when exploring ideas, feelings and preferences. Recognise the changes in the body when dancing and how this can contribute to keeping health.</i></p>	<p><b>Gymnastics</b></p> <p>Stand and sit “like a gymnast”. Explore the 5 basic shapes: straight/tucked/star/ straddle/pike. Balance in these shapes on large body parts: back, front, side, bottom. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. Continue to develop control in different rolls – pencil, egg, forward and dish. Continue to develop ways of travelling including jumping in a variety of ways.</p>	<p><b>Gymnastics</b></p> <p>Stand and sit “like a gymnast”. Explore the 5 basic shapes: straight/tucked/star/ straddle/pike. Balance in these shapes on large body parts: back, front, side, bottom. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. Continue to develop control in different rolls – pencil, egg, forward and dish. Continue to develop ways of travelling including jumping in a variety of ways. <a href="#">Relax Kids</a></p>	<p><b>Dance (Linked to Superheroes)</b></p> <p>Copy some moves. Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression. Use own ideas to sequence dance. Sequence and remember a short dance.  <i>Respond to own work and that of others when exploring ideas, feelings and preferences.</i>  <i>Recognise the changes in the body when dancing and how this can contribute to keeping health.</i></p>	<p><b>Outdoor Education</b></p> <p>Discuss how to follow trails and solve problems. Select appropriate equipment for the task. <i>Begin to work co-operatively with others. Plan and share ideas.</i> Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. <i>Use simple maps and diagrams to follow a trail.</i></p>	<p><b>Athletics</b></p> <p>Run for 1 minute. Show differences in running at speed and jogging. Use different techniques to meet challenges. Describe different ways of running. Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot). Perform combinations of the above. Show control at take-off and landing. Describe different ways of jumping. <i>Explain what is successful or how to improve.</i> Throw into targets. Perform a range of throwing actions e.g. rolling, underarm, overarm. Describe different ways of throwing. <i>Explain what is successful or how to improve.</i></p>	
	<b>Religious Education</b>	<p><b>Why is the Bible special to Christians?</b></p>	<p><b>How and why is light important at Christmas?</b></p>	<p><b>What can we learn from the story of St Cuthbert?</b></p>	<p><b>How do Christians celebrate Easter?</b></p>	<p><b>What can we find out about Buddha?</b></p>	<p><b>How is Buddha special to Buddhists? Why did Buddha leave home?</b></p>
	<b>Music</b>	<ol style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Describe, name and group a variety of instruments.</li> <li>Play instruments or use body percussion in different ways to create sound effects and follow directions to ‘perform’ a story together.</li> <li>Play and sing phrases from dot</li> </ol>	<ol style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Sing songs while maintaining a steady beat: tapping/walking</li> <li>Sing songs at different speeds.</li> <li>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods.</li> <li>Use the ‘thinking voice’ - ie sing the words in their head.</li> </ol>	<ol style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Listen to short excerpts of music from a variety of styles, genres and traditions.</li> <li>Identify a variety of instruments that can be heard and describe sounds.</li> <li>Identify the pulse in different pieces of music.</li> <li>Recall short sequences / patterns of sounds.</li> </ol>	<ol style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Sing songs while maintaining a steady beat: tapping/walking</li> <li>Sing songs at different speeds.</li> <li>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods.</li> <li>Play singing games in which children sing phrases alone.</li> <li>Sing songs expressively</li> </ol>	<ol style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play instruments musically.</li> <li>Handle and play a variety of tuned and un-tuned instruments with control.</li> <li>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands.</li> <li>Add an instrument to play on the beat and one to play with the rhythm.</li> <li>The children mark the pulse of a song with stamps/ claps.</li> <li>Chant, clap the rhythm of songs; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting.</li> <li>Contribute ideas and control sounds as part of a class composition and performance.</li> </ol>	

