



# Edmondsley Primary School

## Curriculum Map    Year 2

	Autumn	Spring	Summer
<b>Spelling</b>	<p><b>Week 1</b> - ai, a_e</p> <p><b>Week 2</b> - ee, e_e</p> <p><b>Week 3</b> - igh, i_e</p> <p><b>Week 4</b> - oa, o_e</p> <p><b>Week 5</b> - u_e</p> <p><b>Week 6</b> - dge, ge</p> <p><b>Week 7</b> - c before i, e, y</p> <p><b>Week 8</b> - kn, gn</p> <p><b>Week 9</b> - wr</p> <p><b>Week 10</b> - y to a e ending word</p> <p><b>Week 11</b> - ed, er, est to a e ending word</p> <p><b>Week 12</b> - ed, er, est to a y ending word</p>	<p><b>Week 13</b> - - le, el</p> <p><b>Week 14</b> - al, il</p> <p><b>Week 15</b> - Adding ies to verbs and nouns ending in y</p> <p><b>Week 16</b> - i before ed, est, er</p> <p><b>Week 17</b> - Dropping the e when adding er, est and ing</p> <p><b>Week 18</b> - Doubling consonants when adding ing, ed, er and est</p> <p><b>Week 19</b> - or as al or all</p> <p><b>Week 20</b> - Spelling words with the suffix ly</p> <p><b>Week 21</b> - /i:/ sound spelt -ey</p> <p><b>Week 22</b> - /v/ sound spelt a after w and qu</p> <p><b>Week 23</b> - wa, qua and wor</p> <p><b>Week 24</b> - /z/ sound spelt s</p>	<p><b>Week 25</b> - tion</p> <p><b>Week 26</b> - Homophones</p> <p><b>Week 27</b> - Homophones</p> <p><b>Week 28</b> - Near Homophones</p> <p><b>Week 29</b> - suffixes ful, less</p> <p><b>Week 30</b> - suffixes ment, ness</p> <p><b>Week 31</b> - Apostrophes for contractions</p> <p><b>Week 32</b> - Apostrophes for contractions</p> <p><b>Week 33</b> - Possessive apostrophe (singular)</p> <p><b>Week 34</b> - /ʌ/ sound spelt o</p> <p><b>Week 35</b> - CEW revisit</p> <p><b>Week 36</b> - CEW revisit</p>
<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> <li>• Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost</li> <li>• Makes inferences on what has been read</li> </ul>





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<b>Grammar</b>	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	Questions and statements Past, present, future verbs Subordinating Conjunctions Adjectives Verbs Superlatives Adverbs
<b>Punctuation</b>	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
<b>Vocabulary</b>	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
<b>Writing Process</b>	<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>	
<b>Genre</b>	Non-fiction; Instructions <a href="#">Linked to Dungeons and Dragons theme</a>  Narrative; Fairy Tales and legends <a href="#">Linked to Dungeons and Dragons theme</a>  Narrative; Take One Book – One week whole school focus	Narrative; Stories with familiar settings <a href="#">Linked to Dungeons and Dragons theme</a>  Poetry: Acrostic <a href="#">Linked to London theme</a>  Narrative; Playscripts <a href="#">Linked to London theme</a>	Narrative; Stories from other cultures <a href="#">linked to Land Ahoy!</a>  Non-fiction; Recounts <a href="#">linked to Land Ahoy!</a>	Narrative; fiction from recurring literacy language <a href="#">Linked to Superheroes theme</a>  Non-fiction; Newspaper Reports <a href="#">Linked to Superheroes theme</a>	Narrative; Animal stories <a href="#">Linked to Where the Wild Things Are.</a>  Non-fiction; Explanations <a href="#">Linked to Where the Wild Things Are.</a>  Non-fiction; Flow charts and diagrams <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>  Poetry: Concrete poems <a href="#">Linked to Oh, I do like to be beside the seaside</a>





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<b>Maths</b>	<ol style="list-style-type: none"> <li>Number and place value (NPV);</li> <li>Problem solving, reasoning and algebra (PRA)</li> <li>Mental addition and subtraction (MAS);</li> <li>Mental multiplication and division (MMD);</li> <li>Geometry: properties of shapes (GPS);</li> <li>Statistics (STA)</li> </ol>	<ol style="list-style-type: none"> <li>Number and place value (NPV);</li> <li>Problem solving, reasoning and algebra (PRA);</li> <li>Mental addition and subtraction (MAS)</li> <li>Geometry: position and direction (GPD);</li> <li>Measurement (MEA)</li> <li>Mental multiplication and division (MMD)</li> </ol>	<ol style="list-style-type: none"> <li>Number and place value (NPV);</li> <li>Mental addition and subtraction (MAS)</li> <li>Problem solving, reasoning and algebra (PRA)</li> <li>Measurement (MEA)</li> <li>Geometry: properties of shapes (GPS);</li> <li>Geometry: position and direction (GPD);</li> </ol>	<ol style="list-style-type: none"> <li>Mental multiplication and division (MMD);</li> <li>Fractions, ratio and proportion (FRP)</li> <li>Problem solving, reasoning and algebra (PRA)</li> <li>Measurement (MEA);</li> <li>Statistics (STA)</li> <li>Number and place value (NPV);</li> <li>Mental addition and subtraction (MAS)</li> </ol>	<ol style="list-style-type: none"> <li>Number and place value (NPV);</li> <li>Mental addition and subtraction (MAS)</li> <li>Problem solving, reasoning and algebra (PRA)</li> <li>Measurement (MEA);</li> <li>Statistics (STA)</li> <li>Mental multiplication and division (MMD)</li> <li>Fractions, ratio and proportion (FRP)</li> </ol>	<ol style="list-style-type: none"> <li>Mental addition and subtraction (MAS);</li> <li>Number and place value (NPV);</li> <li>Measurement (MEA);</li> <li>Problem solving, reasoning and algebra (PRA)</li> <li>Mental multiplication and division (MMD);</li> </ol>
	<b>Computing</b>	<p><u>How to Train Your Robot</u></p> <ul style="list-style-type: none"> <li>know what an algorithm is and I can express simple algorithms using symbols.</li> <li>know that computers need precise instructions.</li> <li>create a simple program.</li> <li>know that programs run by following precise instructions.</li> <li>design simple algorithms using loops, and selection i.e. if statements.</li> </ul>	<p><u>Real World Modelling</u></p> <ul style="list-style-type: none"> <li>talk about my work and make changes to improve it.</li> <li>find content from the world wide web using a web browser.</li> <li>know that computers have no intelligence and that computers can do nothing unless a program is run</li> </ul>	<p><u>Maze Explorer</u></p> <ul style="list-style-type: none"> <li>know that computers need precise instructions.</li> <li>show care and precision to avoid errors</li> <li>know that all software executed on digital devices is programmed</li> <li>know that algorithms are found on digital devices as programs.</li> <li>use logical reasoning to predict outcomes.</li> </ul>	<p><u>Programming Blocks</u></p> <ul style="list-style-type: none"> <li>know what an algorithm is and I can express simple algorithms using symbols.</li> <li>know that computers need precise instructions.</li> <li>use logical reasoning to predict the behaviour of programs</li> <li>know how programs specify the function of a general purpose computer.</li> </ul>	<p><u>Information Collectors</u></p> <ul style="list-style-type: none"> <li>find content from the world wide web using a web browser.</li> <li>know the importance of communicating safely and respectfully online, and the need for keeping personal information private.</li> <li>know what to do when concerned about content or being contacted.</li> <li>use technology with increasing independence to organise digital content.</li> <li>show an awareness for the quality of digital content collected.</li> </ul>





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	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>
PSHCE	<p><u>New Beginnings</u></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><u>Relationships</u></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> </ul>	<p><u>Going for goals</u></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><u>Good to be me</u></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 can change my behaviour if I stop and think about what I am doing.</li> </ul>	<p><u>Getting on and falling out</u></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> </ul>	<p><u>Changes</u></p> <ul style="list-style-type: none"> <li>I can tell you how I may change in the future.</li> <li>I can tell you how sometimes change can be scary.</li> <li>I can tell you about how change makes others feel.</li> <li>I know ways to help others when they are scared of change.</li> <li>I can tell you about a plan I have to change something in my school work.</li> <li>I know that being part of the juniors next year will be a change for me.</li> </ul>





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OVERARCHING TOPIC	Dungeons and Dragons	Keep Calm and Carry On	Land Ahoy!	To infinity and beyond	Where the Wild Things Are	Oh, I do like to be beside the seaside.
Writing across the curriculum	History - writing fairy tales set in specific castles - linked to school house teams.	History - Play script set in London during time of Great Fire of London.  Geography - Acrostic poem of London.	Geography - Writing a story set in a different country.  History - diary of explorers and travellers.	History - Write a historical recount of Florence Nightingale or other super human.	Science - explanation texts on why certain creatures choose particular habitats.	Geography - Travel adverts for going on holidays  History - Poetry linked to the seaside from the past
History	<p>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> <p>Choose and use stories to show understanding of events.</p>	<p>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> <p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Choose and use stories to show understanding of events.</p> <p>Ask and begin to answer questions about events such as When? What happened? What was it like?</p>	<p>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> <p>Recognise and make simple observations about who was important in a historical event/account.</p> <p>Choose and use stories to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p>	<p>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> <p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions.</p> <p>Identify ways that the past is represented.</p> <p>Discuss change and continuity in an aspect of life.</p>	<p>Recognise and make simple observations about who was important in a historical event/account.</p>	<p>Understand ways in which we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Discuss change and continuity in an aspect of life.</p> <p>Identify ways in which the past is represented.</p> <p>Choose and use stories to show understanding of events.</p>





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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Geography</b></p>	<p>Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p>	<p>Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p>	<p>Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>Use simple compass directions (NSEW) and locational and directional language, to describe location of features and routes on a map.</p> <p>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>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>Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p>	<p>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>To devise a simple map and use and construct basic symbols in a key.</p> <p>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>Use world map, atlases and globes to identify the UK, countries, continents and oceans.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Music</b></p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and un-tuned instruments musically.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Play tuned and un-tuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>





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## Design and Technology

<p><b><u>Construction - Building a castle able to withstand attack</u></b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable.</p> <p>Design purposeful products based on design criteria.</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Assemble, join and combine materials and components using simple fixing materials.</p> <p>Select from a range of tools.</p> <p>Use finishing techniques.</p> <p>Suggest how their products could be improved.</p> <p>Explore a range of existing products.</p>	<p><b><u>Construction - To make a London bus</u></b></p> <p>Explore and use mechanisms in products.</p> <p>Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Assemble, join and combine materials and components using simple fixing materials and select from a range of tools and use finishing techniques.</p> <p>Suggest how their products could be improved. Explore a range of existing products.</p> <p><b><u>Food Technology - prepare healthy meals</u></b></p> <p>Understand food ingredients should be combined according to sensory characteristics.</p> <p>Use basic principles of healthy and varied diet to prepare dishes.</p> <p>Know everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Prepare simple dishes safely &amp; hygienically without heat sources and use techniques such as cutting.</p>	<p><b><u>Construction - build a boat which will not sink</u></b></p> <p>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.</p> <p>Assemble, join and combine materials and components using simple fixing materials and select from a range of tools.</p> <p>Use finishing techniques and suggest how their products could be improved.</p> <p>Explore a range of existing products.</p> <p><b><u>Food Technology - to explore recipes using cocoa bean</u></b></p> <p>Understand food ingredients should be combined according to sensory characteristics.</p> <p>Use basic principles of healthy and varied diet to prepare dishes.</p> <p>Use appropriate equipment to measure and weigh ingredients.</p> <p>Prepare simple dishes safely and hygienically without heat sources. Use techniques such as cutting.</p>	<p><b><u>Construction - To make a sliders poster with their superhero</u></b></p> <p>Explore and use mechanisms in products.</p> <p>Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Assemble, join and combine materials and components using simple fixing materials.</p> <p>Select from a range of tools.</p> <p>Use finishing techniques.</p> <p>Suggest how their products could be improved.</p> <p>Explore a range of existing products.</p>	<p><b><u>Food Technology - to make a range of meals from the garden or school allotment</u></b></p> <p>Understand food ingredients should be combined according to sensory characteristics.</p> <p>Know and understand where food comes from.</p> <p>Use appropriate equipment to measure and weigh ingredients.</p> <p>Prepare simple dishes safely and hygienically without heat sources.</p> <p>Use techniques such as cutting.</p> <p>Name and sort foods into the five food groups of the eat well plate.</p> <p>Know everyone should eat at least five portions of fruit and vegetables every day.</p>	<p><b><u>Construction - to create moving puppets for Punch and Judy show</u></b></p> <p>Explore and use mechanisms in products.</p> <p>Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Assemble, join and combine materials and components using simple fixing materials.</p> <p>Select from a range of tools.</p> <p>Use finishing techniques.</p> <p>Suggest how their products could be improved.</p> <p>Explore a range of existing products.</p>
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# Edmondsley Primary School



<b>Art and Design</b>	<p>Work with different materials Begin to think what materials best suit the task Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p>	<p>Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal /wax crayon/ pastel Recognise and name primary and secondary colours Mix primary colours to make secondary colours Hold a large paint brush correctly Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line</p>	<p>Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour Consider works from different cultures e.g. Chinese block prints Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>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 Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage) Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Consider covering these with papier-mâché</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures by known artists and natural objects as starting points for own work Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces Consider specific works such as Richard Long's 'Mud Hand Circle' (printing) Dye fabrics using tea, red cabbage, beetroot, onion, spinach Investigate a range of textures through rubbings</p>	<p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools  Collect ideas in sketchbooks Develop tearing, cutting and layering paper to create different effects Weave with wool Develop collages, based on a simple drawing, using papers and materials Weave using recycled materials - paper, carrier bags</p>
	<b>RE</b>	<p>- What do Christians believe about God?  Why is Jesus special to Christians?  How and why Light is important at Christmas?</p>	<p>Why is the Bible special to Christians?</p>	<p>What do the stories of Jesus teach Christians?  What is the Meaning of Easter?</p>	<p>Why did Buddha leave home?</p>	<p>How do Buddhists worship at home?</p>
	<b>PE</b>	<p><a href="#">Games</a>  <a href="#">Games</a></p>	<p><a href="#">Dance</a>  <a href="#">Gymnastics</a></p>	<p><a href="#">Gymnastics</a>  <a href="#">Dance</a></p>	<p><a href="#">Relax Kids</a>  <a href="#">Games</a></p>	<p><a href="#">Athletics</a>  <a href="#">Outdoor Adventure Activities</a></p>

