Bernards Heath Infant & Nursery School

child
home school

Year 2 at Bernards Heath Infant and Nursery School

A curriculum created for children in Year 2

National Curriculum, Hertfordshire Agreed Syllabus for Religious Education,
Herts for Learning, Growing Up at Bernards Heath 2021(Relationships and Health Education)

Curriculum Subjects/ Theme Weeks/Days/ Seasonal Events **23-24**					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 weeks and 1 day	7 weeks 3 days	6 weeks 2 days	5 weeks	4 days and 5 weeks	7 weeks 2 days
Transition Week **Castles** ***History*** ***Growing-up / Computing*** *All core subjects inc P.E* **School Visit – Mountfitchet Castle**	**Christianity and Creativity** ***Art*** ***DT*** ***R.E*** ***Music*** *All core subjects inc P.E* **DT - enrichment**	**Our World** ***Geography*** ***Growing -up/ Computing*** ***(***Safer Internet Day***)*** ***Arts Week 10/2/25#*** ***Possible visit to the Museum and Cathedral*** *All core subjects inc P.E*	**Space - Is Space Exploration Important?** ***History*** ***Growing-up/Computing*** ***DT – wheels and axles*** **Christianity / Easter** (Moved to start or Summer 1 due to Holidays timing) **Bayfordbury Planetarium visit school** *All core subjects inc P.E*	**Let's Create and Celebrate** **Islam/Eid-al-Fitr** (5 weeks) ***Art (4 weeks)*** ***Music (2 weeks)*** *All core subjects inc P.E* **School Visit – Rye Meads Nature Reserve** **School Visit – Hatfield Road Mosque**	**Madagascar** ***Geography*** ***DT*** ***Music*** ***Art*** ***Growing -up*** *All core subjects inc P.E*

Next Year – Consider Growing Up at BH /Circle time every half term.

Foundation Subjects	
Active Learning Approach (AL) *This approach gives children opportunity to access the classroom environment/areas autonomously. Learning opportunities are very closely linked to the curriculum subjects and photographs and observations are made regularly by T/TA to evidence children's understanding. As a school we feel the subjects listed below lend themselves more effectively to this approach.*	**Active Group Approach** *This approach is more suitable for subjects which demand specific skills to be taught and demonstrated. Learning opportunities are active, creative and not worksheet based. Children may use their books, mind maps, group work, drama, resources (laptops/instruments) to demonstrate their understanding. There should also be lots of opportunity for children to access the outside (field, Wild Garden, planters)*
Geography, History, R.E	Music, P.E, Computing, Art, DT
Growing-Up at Bernards Heath and PSHE are taught using high quality books, children take part through discussion and circles times. Evidence is recorded in a class floor book.	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Assessment	**End Point:** English Teacher Assessment Framework **Working Towards the Expected Standard**- The pupil can: read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes, read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences (GPCs)* 1, read many common exception words*. In a book closely matched to the GPCs as above, the pupil can: read aloud many words quickly and accurately without overt sounding and blending , sound out many unfamiliar words accurately. In a familiar book that is read to them, the pupil can: answer questions in discussion with the teacher and make simple inferences. **Working at the Expected Standard**- The pupil can: read accurately most words of two or more syllables, read most words containing common suffixes, read most common exception words*. In age-appropriate1 books, the pupil can:, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words, sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading answer questions and make some inferences explain what has happened so far in what they have read. **Working at Greater Depth within the Expected Standard**- The pupil can, in a book they are reading independently: make inferences, make a plausible prediction about what might happen on the basis of what has been read so far, make links between the book they are reading and other books they have read.					
Spelling ELS Essential Spelling	**Vowels and Consonants –** *spellings of* ai, ee, igh, ao, (y) oo, j spelled g, j spelled ge, j spelled dge, n spelled kn, n spelled gn, r spelled wr ee spelled ey, s spelled c, l spelled il, or spelled oor, **common words:** because, most igh spelled I, u spelled o, o spelled a, or spelled a/al 1. Review: vowels and consonants, /ai/, /ee/ 2. Review: /igh/, /oa/, /(y)oo/ 3. Teach: /j/ <g>, <ge>, <dge> 4. Teach: /n/ <kn>, <gn>, /r/ <wr> 5. Teach: /ee/ <ey>, /s/ <c>, /l/ <il> 6. /or/ <oor>, because and most, /igh/ <i> 7. Teach: /u/ <o>, /o/ <a>, /or/ <a> <al>	zh spelled s, zh spelled si, ur spelled or, or spelled ar, homophones **Review –** j spelled g, n spelled gn, s spelled c, j spelled ge, n spelled kn, ee spelled ey, u spelled o, zh spelled s/si, r spelled wr oo spelled o, h spelled wh, ai spelled ea **Review –** j spelled dge, o spelled a, or spelled a/al	l spelled el, l spelled le, l spelled al doubling consonants of CVC words when adding a suffix – ed/t/d doubling of consonants of CVC words when adding a suffix-er/y/est/ing homophones ao spelled o, e and ee spelled e, oa spelled o Year 2/Primary 3 – Spring 1 1. Teach: Word endings: -el, -le, -al 2. Teach: Doubling the last consonant letter of the root word when adding -ed 3. Teach: Doubling the last consonant letter of the root word when adding -er 4. Teach: Doubling the last consonant letter of the root word when adding -y, -est and -ing 5. Teach: Homophones and near homophones 6. Common Words	**Apostrophes** for contraction and possession Drop e and add suffix ing Drop e and add suffix ed (id) ed (t) ed (d) Drop e and add suffix er/y/est a spelled ar and other common words tion endings **common words:** people, busy, water, would, should, could, oo spelled oul	How suffixes affect the verb Suffix ment with no change to root word Suffix ly with no change to root word Suffix ful with no change to root word Suffix less with no change to root word Adding ly after another suffix ful/less Suffix-ness after adding ful/less Suffix ness with no change to the root word	y spelling igh or ee drop y add i add ed where y is in spelling igh drop the y add i add ed where y is spelling ee plurals – dropping y add an i and then es comparatives and superlatives drop y add an i add er/est double consonants of CVC words when adding suffix-y where root word has doubles consonant and added y drop y add i add er/est **Common Words:** sugar, eye, again, any many, beautiful, hour, parents, sure, clothes **Review**
Common Exception Words *These have been taken directly from English Programme of Study*	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. *These words will be practised as part of Home Learning, Guided Reading sessions, and form part of feedback and marking during writing, children will also have common exception word mats on the table tops/areas of writing in the classroom, shared on the blog, talked about in parent/carer meetings.*					

Writing	HFL Essential Writing	HFL Essential Writing	HFL Essential Writing	HFL Essential Writing	HFL Essential Writing	HFL Essential Writing
Writing Purpose and books to support	**Entertain: Narrative – 'The Frog and the Stranger' and 'Luna Loves Dance'.** **Inform: Instructions – 'How to Make Friends With a Ghost' Poetry:** **List Poems – The Puffin Book of Fantastic First Poems**	**Entertain: Narrative – 'Last Stop on Market Street'** **Inform: Letters 'Dragon Post'.**	**Entertain: Narrative – 'Rapunzel'. Infrom: NCR 'Big Blue Whale'.**	**Entertain: Narrative – 'Julian is a Mermaid',** **Poetry: Free Verse and Simile.**	**Entertain: Narrative – 'The Lost Homework'.** **Inform: Instructions 'How to Wash a Woolly Mammoth'.**	**Inform: Recount 'Here I am'. Entertain: Narrative 'Super Joe Does Not do Cuddles'. Poetry: 'Belonging Street'.**
Free Writing		***Free Writing*** *– base on an image, piece of music or book for example- see The Literacy Shed.*		***Free Writing*** *– base on an image, piece of music or book for example- see The Literacy Shed.*		***Free Writing*** *– base on a recount of Camley Street Visit.*
Every Time We Write	ETWW- correct sitting position, tripod grip, correct letter formation *some joining*, conjunctions *but if because,* adjectives alongside using ELS spelling sequence to spell words	ETWW- correct sitting position, tripod grip, correct letter formation *some joining*, conjunctions *but if because,* adjectives, question mark alongside using ELS spelling sequence to spell words	ETWW- correct sitting position, tripod grip, correct letter formation *some joining*, conjunctions *but if because,* adjectives, question mark, exclamation mark alongside using ELS spelling sequence to spell words.	ETWW- correct sitting position, tripod grip, correct letter formation *some joining*, conjunctions *but if because,* adjectives, question mark, exclamation mark possessive and contracting apostrophe alongside using ELS spelling sequence to spell words.	ETWW- correct sitting position, tripod grip, correct letter formation *some joining*, conjunctions *but if because,* adjectives, question mark, exclamation mark, possessive and contracting apostrophe alongside using ELS spelling sequence to spell words.	ETWW- correct sitting position, tripod grip, correct letter formation *some joining*, conjunctions *but if because,* adjectives, question mark, exclamation mark, possessive and contracting apostrophe
NC Grammar terminology *Directly taken from Essential Writing HfL*	noun, verb, present tense past tense, adjective statement, command, sentence	statement, question noun, noun phrase adjective, verb comma present tense past tense	past tense, present tense adjective, comma exclamation statement, question	apostrophe comma adjective present progressive tense past progressive tense	command apostrophe comma present progressive tense past progressive tense	Review terminology from the year adverb
NC Punctuation	Review Y1: Use of capital letters, full stops, question marks to demarcate sentences Introduction to use of commas for lists	Review Y1: Use of capital letters, full stops, question marks Introduction to use of commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists and apostrophes for contracted forms	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists and apostrophes for contracted forms and the possessive (singular)	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists and apostrophes for contracted forms and the possessive (singular)
NC Spelling	Taught via discrete spelling lessons. See **Essential Spelling**. Application in writing lessons: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs **Spelling terminology**: adverb, adjective, suffix					
NC Handwriting	Discrete handwriting lessons. See '**Handwriting Progression Toolkit**'. Application in writing lessons: 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 rand to lower case letters					

	Use spacing between words that reflects the size of the letters
NC Composition (planning, drafting, editing and proof-reading)	• Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear
Assessment	**End Point:** **Assessment Framework** **End of Year 1 Bernards Heath Progression in Writing** **Working Towards the Expected Standard**- The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional), demarcate some sentences with capital letters and full stops, segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others, spell some common exception words, form lower-case letters in the correct direction, starting and finishing in the right place, form lower-case letters of the correct size relative to one another in some of their writing, use spacing between words. **Working at the Expected Standard**- The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words*1 form 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. **Working at Greater Depth within the Expected Standard**- The pupil can, after discussion with the teacher: write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing make simple additions, revisions and proof-reading corrections to their own writing use the punctuation taught at key stage 1 mostly correctly^ spell most common exception words* add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, – less, –ly)* use the diagonal and horizontal strokes needed to join some letters.

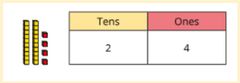
Maths

White Rose Maths

Transition Week

Place Value (approx. weeks 1-4)

Numbers to 20, count objects to 100 by making 10s, recognise tens and ones, use place value chart *see below…*



Partition numbers to 100, write numbers to 100 in words, flexibly partition numbers to 100 *e.g. find different ways to partition numbers,* write numbers to 100 in expanded form *e.g. using number sentences as well as base ten*

10s on the number line to 100, 10s and 1s on the number line to 100, compare objects/numbers, count in 2s, 5s, 10s, count in 3s

Addition and Subtraction (approx. weeks 5 - 6)

Bonds to 10, fact families + and – bonds within 20, bonds to 100 (tens) *if I know 3 and*

***Continued* Addition and Subtraction (approx. week 1-4)**

Subtract a 1 digit number from a 2 digit number (across a 10), 10 more, 10 less

Add and subtract 10s, add two 2 digit numbers (not across a 10), add two 2 digit numbers (across a 10)

subtract two 2 digit numbers (not across a 10), subtract two 2 digit numbers (across a 10)

Mixed addition and subtraction, compare number sentences, missing number problems

Shape (approx. week 5-7)

Recognise 2-D and 3D shapes, count sides on 2D shapes, count vertices on 2D shapes, draw 2D shapes

Use lines of symmetry to complete shapes, sort 2D shapes, count faces on 3D shapes

Money (approx. weeks 1-2)

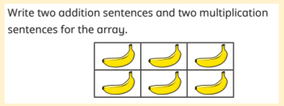
Count money (pence), count money -pounds (notes and coins), count money- pounds and pence, choose notes and coins, make the same amount

Compare amounts of money, calculate with money, make a pound, find change, two step problems

Multiplication and Division (weeks 3,4,5,6)

Recognise and make equal groups, add equal groups, introduce the multiplication symbol

Multiplication sentences, use arrays



make equal groups-grouping/sharing

the two times table, divide by 2, doubling and halving, odd and even numbers

Fractions (approx. weeks 1-3)

Introduction to parts and whole, equal and unequal parts, recognise half, find half, recognise quarter

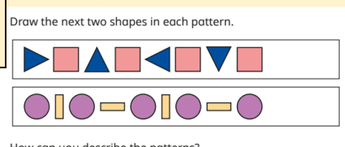
Find a quarter, recognise a third, find a third, find the whole, unit fractions *use the word 'unit fraction' to describe ½*

Non-unit fractions *e.g. 2/3 = 2 lots of 1/3,* recognise the equivalence of half and two -quarters, recognise ¾, find ¾, count in fractions to a whole

Position and Direction (approx. week 4)

Language and position, describe movement *up down, left right, forwards backwards,*

Describe turns *quarter, half, three-quarter and full turns, as well as using clockwise and anticlockwise*, describe movement and turns, shape patterns with turns



Time (Week 1)

Tell the time to 5 minutes, minutes in an hour, hours in a day

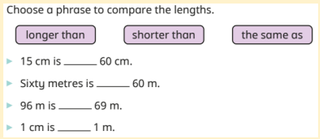
Statistics (approx. week 2-3)

Make tally charts, tables, block diagrams

Draw and interpret pictograms (grouping in 1s) draw and interpret pictograms (grouping in 2,5,10s)

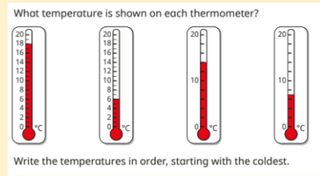
Length, Height, Mass (approx. week 4,5,6)

Measure in cm, measure in m, compare lengths and heights *see below…*



Capacity and Temperature (approx. weeks 1-2)

Measure in L, four operations with volume and capacity, temperature



Consolidation (approx. 4 weeks)

Revisit 4 operations
Missing number problems
Problem solving

	7 make 10, I know 30 and 70 make 100, add and subtract 1s Add three 1 digit numbers, add to the next 10, add across a 10, subtract across a 10, subtract from a 10	Count edges on 3D shapes, count vertices on 3D shapes, sort 3D shapes, make patterns with 2D and 3D shapes	10 times table, divide by 10, 5 times table, divide by 5	**Time (approx. week 4,5)** O'clock and half past, quarter past and quarter to Tell the time past the hour, tell the time to the hour	Order lengths and heights, four operations with lengths and heights Compare mass, measure in grams, measure in KG Four operations with mass, Compare volume and capacity, measure in ml	
Vocab	tens, ones, part whole, digit, addition, subtraction, total, altogether, plus, minus, less, more	2D shape, 3D solid, face, side, vertex (vertices), vertical, symmetry, pattern, repeat, curved, surface, edge	coins, notes, amounts, total, change, penny, pound, lots of, groups, repeated addition, equal, unequal, share represent, multiplication, multiplied by, array, times, double, divide, division, half, halving, odd, even, multiples of	whole, parts, split, halve, value, quarter, third, unit fraction, non-unit fraction, equivalent, bar model, direction, movement, left, right, top, in-between, bottom, below, full turn, half turn, quarter turn, three-quarter turn, clockwise, anti-clockwise hands (on clock), hour hand, minute hand, face (of clock), hour, minute, second, o'clock, half past, quarter past, quarter to	tallies, data, pictogram, popular, symbol, block graph, most, fewer, fewest, bar chart, scale tall, taller, tallest, short, shorter, shortest, long, longer, longest, height, length, metres, centimetres, distance heavy, heavier, light, lighter, scales, mass, weigh, gram, kilogram, full, empty, capacity, cylinder, litre, millilitre, temperature, thermometer, increase, decrease, warmer, colder, degrees, Centigrade	
Maths Meetings NCETM	Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. Pupils will: • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols < > = • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 consolidate their understanding of the numbers 10 and 20 as '10 and a bit' • consolidate their understanding of the linear number system to 20 and reason about midpoints		Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. Pupils will: • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary -use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints		Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. Pupils will: • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles -consolidate previously taught facts and strategies through continued, varied practice	
Assessment	**End Point:** Teacher Assessment Framework **Working Towards the Expected Standard**- The pupil can: read and write numbers in numerals up to 100 , partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them, add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30), recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) count in twos, fives and tens from 0 and use this to solve problems, know the value of different coins, name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).					

	Working at the Expected Standard- The pupil can: read scales*1 in divisions of ones, twos, fives and tens, partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus, add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17), recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14), recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary, identify 1 4 , 1 3 , 1 2 , 2 4 , 3 4 of a number or shape, and know that all parts must be equal parts of the whole, use different coins to make the same amount, read the time on a clock to the nearest 15 minutes , name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. **Working at Greater Depth within the Expected Standard**- The pupil can: read scales* where not all numbers on the scale are given and estimate points in between, recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts, use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.), solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?') , read the time on a clock to the nearest 5 minutes , describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).					
Science	**Plants** **Visitors -Grandad Dave – planting bulbs around school in planters and around school grounds** -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Working Scientifically – *e.g.*** *observe and record closely the growth of a variety of plants as they change over time from seed to bulb*	**Materials** - identify and compare the properties of a variety of everyday materials. - identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **Working Scientifically – *e.g.*** *comparing and classifying the use of everyday materials, record findings*	**Animals including humans** - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Working Scientifically – *e.g.*** *ask questions about what things animals need to survive, find answers*	**Animals including humans** **Visitors -Grandad Dave. 3 visits with frog spawn, tadpoles then frogs.** -notice that animals, including humans, have offspring which grow into adults -study a life cycle *e.g. tadpoles to frogs* **Working Scientifically – *e.g.*** *ask questions about what things animals need to survive, find answers*	**Living Things and their habitats** **School Visit – Camley Street in St Pancras – Train Journey as well as observing plants, habitats and mini beasts – pond dipping** - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats **Working Scientifically – *e.g.*** *go outside and build a micro habitat, notice, check observe over the weeks which animals come to shelter there*	**Living Things and their habitats** **Visitors -Grandad Dave. – planting flowers and vegetables** - explore and compare the differences between things that are living, dead, and things that have never been alive - 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 **Working Scientifically – *e.g.*** *sorting/classifying- dead, alive, never been alive*
Vocab	Light, shade, sun, warm, cool, water, healthy, growing, planting, bulb, germination, temperature, seeds	materials, wood, metal, plastic, glass, brick, rock, paper, cardboard, properties, opaque, transparent and translucent, reflective, nonreflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	suited, suitable, basic needs, food chain, eating, hunting, shelter, move, feed, habitats exercise, moving, heartbeat, breathing, hygiene, germs, disease, food types e.g. meat, fish, vegetables, bread, rice, pasta	Offspring, reproduction, growth, child, young/old stages e.g. chick/hen, baby/child/adult, caterpillar/butterfly,	suited, suitable, basic needs, eating, hunting, shelter, move, feed, habitats Specific local habitats e.g. pond, woodland, Specific microhabitats e.g. under logs, in bushes	Living, dead, never been alive, suited, suitable, basic needs, food chain
Assessment	**End Point:** **Teacher Assessment Framework** **Working Towards the Expected Standard**- if a child has not reached they expected standard (see below) they are working towards the expected standard **Working at the Expected Standard:** Working Scientifically: The pupil can, using appropriate scientific language from the national curriculum: • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions ▪ observing changes over time ▪ noticing patterns ▪ grouping and classifying things					

Working scientifically

Statutory requirements

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

	▪ carrying out simple comparative tests ▪ finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways. Science content The pupil can: • name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2] • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2] • describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2] • identify whether things are alive, dead or have never lived [year 2] • describe and compare the observable features of animals from a range of groups [year 1] • group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2] • describe seasonal changes [year 1] • name different plants and animals and describe how they are suited to different habitats [year 2] • distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2]. **Working at Greater Depth within the Expected Standard**- this category does not exist for KS1					
Geography	**Weather** Recognise simple patterns in the environment e.g. variations in traffic, seasonal changes. 	**Weather** Recognise simple patterns in the environment e.g. variations in traffic, seasonal changes. 	**<u>Our World</u>** Name and locate the seas surrounding the UK *Atlantic, Irish Sea, The North Sea, The English Channel* Identify, name and locate 7 *Asia, North/South America, Europe, Antarctica, Africa, Australia* and 5 oceans *Atlantic, Indian, Artic, Pacific, Southern Oceans* Geographical Fieldwork- see progression document.	**Weather** Recognise simple patterns in the environment e.g. variations in traffic, seasonal changes. 	**Weather** Recognise simple patterns in the environment e.g. variations in traffic, seasonal changes. 	**<u>Madagascar</u>** Name and locate the North and South Poles and the equator *describe differences between places near the equator and the Poles* Compare places at a local scale to a non-European country at a similar scale *temperature, physical and geographical features, animals* Geographical Fieldwork- see progression document.
Vocab	Local weather – St Albans Changes, sunny, rainy, partial cloud, storm, snow, gale, windy, blustery, mild, warm, cold	Looking at weather around the UK, discuss directions and UK capitals and cities.	Atlantic, Irish Sea, The North Sea, The English Channel. Asia, North America, South America, Europe, Antarctica, Africa, Australia. Atlantic, Indian, Artic, Pacific, Southern Ocean. Describe, compare, diagram, aerial/birds eye view, map symbols, key, human/physical features.	Looking at weather in countries which are close/on the equator and poles. Talk about temperature giving reasons why.	Look at weather on different world continents – revisit learning about the equator and the poles.	Equator, North Pole, South Pole, Arctic, Antarctica, Canada, Russia, Greenland, Denmark – examples of countries near the North Pole South Africa, Australia, Chile, Argentina – examples of countries near the South Pole *Temperature, degrees, environment, habitat* Describe, compare, diagram, aerial/birds eye view, map symbols, key, human/physical features.
End point: Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and the wider world. Showing understanding by describing the places and features they study, using simple geographical vocabulary, identifying similarities and differences and simple patterns in the environment. E.g. weather, seasons, traffic						

History	**<u>Castles</u>** Learn about similarities and differences between the past and the present *jobs, roles, clothes, food, homes, hobbies, ideas (men/women roles for example)* Use words to describe the passing of time *long ago, modern times, in the past* Learn about a significant individual *William the Conqueror/King Harold* Learn about a significant event in history and the impact it had *e.g. Battle of Hastings* **Historical skills and enquiry** – see progression document **Visitors – Castle dance workshop - Perform** **School Visit- Mountfitchet Castle**	Share stories – Little People Big Dreams – talk about contributions nationally and globally, similarities and differences. Assemblies – cultural celebrations, significant individuals	Learn about the cultural celebration of Lunar New Year- traditions, story, food, countries in which it is celebrated, what does that look like in our own community. **Visitors**	**<u>Space –Is space exploration important?</u>** Learn how people and events fit within a chronological framework *Mae Jemison, the first animals in space, Tim Peake* Explore artefacts and discuss them *TV footage of the moon landing* Learn how to use sources to find out how key events in history *e.g. a diary* Select information from different sources to find answers to historical questions *moving footage, photographs, newspaper articles* **Historical skills and enquiry** – see progression document **Planetarium school visit – immersion into theme**	Share stories – Little People Big Dreams – talk about contributions nationally and globally, similarities and differences. Assemblies – cultural celebrations, significant individuals	Share stories – Little People Big Dreams – talk about contributions nationally and globally, similarities and differences. Assemblies – cultural celebrations, significant individuals
Vocab	past, present, long ago, years ago, now, modern times, similar different, explain, because, compare, opinion, equal, timeline, chronological order, significant, impact, equality, fair,	equality, fair, significant, person, global, national	ancient, cultural, community, people, celebrate, diversity	Historical sources, artefact, reliable, bias, diary. letters, newspapers, historians, **revisit -** past, present, long ago, years ago, now, modern times, similar different, explain, because, compare, opinion, equal, timeline, chronological order, significant, impact	equality, fair, significant, person, global, national	equality, fair, significant, person, global, national
End point: Children have developed their historical understanding of people and events, discussing similarities and differences and the impact this has. Children use specific language which supports discussions around their chronological understanding. Children know where the people and events they study fit within a chronological framework. Children can select information from difference sources, discussing their reliability, to answer historical questions. Plan questions and produce answers to historical enquires using appropriate vocabulary.						
Art and Design		**<u>Celebrations including Art</u>** **<u>Colour</u>** -Identify and name primary, secondary and tertiary colours -Identify and name monochrome and earth colours -When working independently children use the colour wheel, without prompting, to inform their colour choices			**<u>Let's Create and Celebrate</u>** **<u>Sketching</u>** -explore tone by drawing light/dark lines, patterns and shapes using a pencil -name, match and draw lines, marks from observations, e.g. cross hatching, stippling, scribbling and blending	**<u>Sculpture</u>** -independently think, plan and create a sculpture -show an understanding of shape, size, texture, and form -Confidently use different techniques with clay to create form and shape e.g. moulding with water -Apply texture using clay tools

		-Confidently mix colours to create a new colour -Create and experiment with different shades of colour referring to light and dark -Confidently select the correct brush size and texture to suit a piece of art -Develop the skills and techniques to be able to use watercolour paints effectively				-When using clay, independently join two pieces together using the 'slip method' (scoring, making a paste and attaching and smoothing) -Glaze clay sculptures – links with a local secondary school - Consider link to Madagascar theme. Sculpt Baobab tree.
Vocab		colour wheel, primary, secondary, tertiary, monochrome, earth colours, mixing, pallet, lighter, darker shades	slab, kiln, coil, glaze, score, smooth, slip, manipulate, holes, hollows, scratching		Sketch, shade, perspective, portrait, landscape, stippling, cross hatching, scribbling, blending	
End point:	Children use their imagination, develop and share their ideas by drawing, painting, and sculpture. Children develop a wide range of drawing skills and techniques including pattern, texture, line, shape, form and space. Children understand the colour wheel and apply their knowledge to their paintings, they can talk about great and diverse artists, craft makers and designers.					
Computing	**Using Technology Safely** -Revisit a range of technology and it's uses *washing machine, mobile phone, lawnmower* -Revisit logging on and shutting down safely -Look at a range of websites, highlight any dangers and discuss how they can be used safely *e.g. do you always trust what you see online?* - Use Adventures of Kara, Winston and the Smart Crew to learn about being safe on the internet		**Safer Internet Day week 6/2** **Programming** -Understand what algorithms are and how they are implemented on programs on digital devices and that programs execute by following precise and unambiguous instructions -consider using Purple Mash for programs such as 2Code	**Programming** -Use logical reasoning to predict the behaviour of simple programs (Purple Mash: 2Go, Logo) -Create and debug simple programs (Purple Mash: 2Code)		
Vocab	true, false, help, support, rules, online, personal information, email, safe, unsafe		Right angle turn, algorithm, sequence, debug, predict, paint effects, animation, enter, return, caps lock, backspace, delete			
End point: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions, create and debug simple programs , use logical reasoning to predict the behaviour of simple programs, use technology purposefully to create, organise, store, manipulate and retrieve digital content , recognise common uses of information technology beyond school , use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies						
R.E	Assemblies – cultural celebrations, significant individuals, local links with St Saviours, **Harvest**	**What are Christians believing in and remembering at Christmas time?** **Why is the Star important in the nativity story?** -Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual	Assemblies – cultural celebrations, significant individuals, local links with St Saviours	Assemblies – cultural celebrations, significant individuals, local links with St Saviours	**Easter– What are Christians remembering and believing in at Easter Time?** -Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual -Welcome and engage visitors, for example, family, communities and leaders.	Assemblies – cultural celebrations, significant individuals, local links with St Saviours

		-Welcome and engage visitors, for example, family, communities and leaders. Children listen and ask relevant questions -Children listen to and gain an understanding of stories and comment on their meaning *e.g. The Nativity Story* -Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual -Through stories children demonstrate an awareness of others showing care and concern. For example, The Good Samaritan			Children listen and ask relevant questions -Children listen to and gain an understanding of stories and comment on their meaning *e.g. The Easter Story* **Islam/Eid-al-Fitr** (Approx. 9.4.24) -Recognise how symbols and actions express religious meaning. For example, Muslims wash before they pray, the cross represents Jesus' sacrifice -Gain an understanding about how people practise their faith through prayer and reflection. For example, Muslims pray five time a day -Children reflect on what is right and wrong, linked to others beliefs and practices. For example, dietary choices, clothing -Explore questions about belonging, meaning and truth in order to express their own ideas. For example, 'why are we here?'	
Vocab		belief, practices, religion, festival, worship, ritual, symbol, miracle, celebrate			Differences, similarities, understand, empathy, sacred, reflect, peaceful, values, freedom, awe, artefacts, who, what, when, where, how?	
End point: Children develop an understanding of religious beliefs and practices and the meaning behind these. Children learn about Christianity and one other religion reflected in the school's demographic. Children develop knowledge and understanding of sources of wisdom and their impact whilst exploring their own and others responses.						
Music	Weekly **Music Assembly** which focuses on singing and performing as well as the vocabulary linked to music e.g. beat, pitch **Singing** -show an awareness of musical technicality when they sing *e.g. tempo, dynamics* -develop an increasing love of music, singing with confidence	**Technical Knowledge, Music Genre** -Perform, listen to, review and evaluate music across a range of performances -Gospel Music have a knowledge and understanding of stories, origins, traditions -Identify beat, pitch, dynamics -Learn Ocarina	Weekly **Music Assembly** which focuses on singing and performing as well as the vocabulary linked to music e.g. beat, pitch	Weekly **Music Assembly** which focuses on singing and performing as well as the vocabulary linked to music e.g. beat, pitch	**Technical Knowledge, Create and Compose** -Children can identify tempo and rhythm -Apply their understanding of musical terminology e.g. tempo by creating their own chants, songs, and rhymes -Identify groups of instruments by looking and listening - Contribute to the creation of a class composition	Weekly **Music Assembly** which focuses on singing and performing as well as the vocabulary linked to music e.g. beat, pitch
Vocab		Gospel, beat, pitch, dynamics			Tempo, rhythm, rhymes, compose	

End point: Play tuned and untuned instruments musically, listen with concentration and understanding to a range of high quality live and recorded music , experiment with, create, select and combine sounds using the inter-related dimensions of music e.g. pulse, tempo (see NC), children use their voices expressively and creatively by singing songs and speaking chants and rhymes.						
Growing-Up at Bernards Heath	**Families** -Explore why families are important *love, stability, security* -characteristics of family life inc difficult times -Families sometimes look different -Stable, caring healthy relationships/friendships -Zones of Regulation	**Families** **-R**especting others/different choices **-**Helping Hand- asking for help -How to recognise unhappy/unsafe family relationships -Worries/Concerns/NSPCC/Childline -Where to get advice school/NSPCC/Childline -Calling 999	**Friendships, Feeling Safe, Feelings** **-**Friendships – safe/happy. How to make friends -What makes a good friend? -Staying safe online -People behaving differently online, sometimes being who they are not -Range of emotions- recognise/talk about -Mental wellbeing, simple care techniques	**Boundaries/Privacy** -Recognise and report feelings of being unsafe -Appropriate boundaries in friendships (inc online) -concept of privacy, not always right to keep secrets -That each person's body belongs to them -Responding safely and appropriately to adults	**Trust/Self Respect** **-**Recognise who to trust/not trust -Judging whether a friendship is making them feel unhappy, uncomfortable, managing conflict -Self respect linking to own happiness -Sun Safety	**Staying Healthy** **-E**xercise, diet- healthy and poor -Good sleep -Dental Health/Oral Hygiene -Personal hygiene, germs, spread and treated -Calling 999 -Legal and illegal substances/associated risks *e.g. smoking, alcohol, medicines, cleaning fluid*
PSHE	**Relationships** -how to talk and share opinions on what matters to you *debate, difference of opinion*		**Living in the Wider World** -how people/other living things have different needs; responsibilities caring for them -roles and responsibilities people have within the community *police, doctors, refuse collectors* -internet safety – used to find things out and to communicate -that not all online information is true -people making different choices about spending and saving money -difference between needs and wants -looking after money – how to do this -strengths and interests people might have in order to do different jobs		**Health and Wellbeing** **-**different ways to work and play, importance of knowing when to take a break from online or TV -change and loss (including death) to identify feelings associated; to recognise this helps people to feel better -to name main parts of the body *vulva, penis, testicles* -transition to a new year group -keeping safe in unfamiliar environments – *beach, shopping centre, car parks, swimming pool, cross the road safely*	
Design and Technology		**<u>Christmas Decorations</u>** -Design purposeful, functional appealing productions for themselves and other users based on design criteria and recorded in words and pictures -Choose appropriate tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing -Choose appropriate materials and components, including construction materials, textiles and ingredients e.g. choosing a sturdy cardboard shoe box to make a castle -Evaluate their ideas and products against design criteria		**<u>Wheels and Axels- Moon Buggies</u>** -Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups -When appropriate, information and communication technology to be used to explore different products and techniques e.g. using YouTube to model and explain how to make a split pin decoration -Build structures, exploring how they can be made stronger, stiffer and more stable e.g. bridge building, using triangle shapes to make something sturdy -Explore and use mechanisms such as wheels and axels in their products		**<u>Food, prepare healthy dishes</u>** -Use basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from
Vocab		design, make, evaluate, purpose, product, idea, mock-up, stronger,		structure, example, mechanism – wheels and axels, design criteria		Ingredients, healthy, varied diet, origins of food

		stiffer, stable, construction, improvement, success				
End Point:	Through a variety of creative and practical activities children will have the knowledge and understanding of skills needed in their design and making, children will design and make products for a range of real-life contexts such as home, school, gardens and playgrounds, children engage in a variety of creative and practical activities which encourage them to work in a methodical process.					
P.E	**Gymnastics** -Individually and as part of a group, children create a sequence of simple gymnastic movements and perform to an audience - Transitioning from one movement to another with increasing fluidity e.g. mounting and dismounting equipment	**Dance** -Children engage with a variety of music -Individually and as part of a group, children create a sequence of simple dance movements and perform to an audience **Consider an end of unit dance show/performance to another class.**	**Team Games** -Understand what it takes to be a good sportsperson and demonstrate this individually and as part of a team -Know and apply a range of tactics for attacking and defending	**Team Games** -Understand what it takes to be a good sportsperson and demonstrate this individually and as part of a team -Know and apply a range of tactics for attacking and defending	**Tennis** -Develop competence to master a range of basic movements e.g. throwing whilst aiming at targets -Transitioning from one movement to another with increasing fluidity e.g. serving a ball in tennis, mounting and dismounting equipment	**Athletics** -Understand what it takes to be a good sportsperson and demonstrate this individually and as part of a team -Develop competence to master a range of basic movements e.g. throwing whilst aiming at targets **Sports Week/Sports Afternoon**
Vocab	Balance, coordination, sequence of movements	Slow, fast movements, agile, sequence, levels (tall or low to the ground) starting position, ending position	Respect, win, loose, take turns, fair, attack and defend, dribble, underarm	Respect, win, loose, take turns, fair, attack and defend, dribble, underarm	Underarm, overarm, net, racquet	Starting line, strength, coordination, baton
End Point	children master basic movements including running, jumping, throwing, catching as well as developing balance, coordination and agility. Children can respectfully engage in competitive sport and demonstrate values of fairness, whilst developing tactics for attacking and defending. Children can perform dances using simple movement patterns.					