Year 2 Curriculum Map

English

Please see our Literature Spines, which provide details of the texts we follow each term, along with the rationale for each book choice. These spines are based on The Literacy Tree suggested texts. In addition to the Literature Spines, the progression documents for both writing and spelling offer an overview of the skills your children will learn each year.

Drama, Oracy and Talk for Writing are incorporated into every writing journey. Also, as part of our writing journey we make cross-curricular links whenever feasiblen so that children develop a hinterland knowledge to support writing. Vocabulary, sentence structure and developing a 'personal voice' are developed through using imerssive texts. Within, the writing journey, children learn to plan, write, begin to edit and publish independently or with peers.

Handwriting
We use the Nelson Handwriting scheme.

Pupils should be taught to:
* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
* use spacing between words that reflects the size of the letters.
* 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.

Oracy:

Speaking ***and*** listening skills with consideration to;

L- listening attentively, able to recall information clearly with development of main ideas.
L- development of speaker's main ideas such as retelling, questioning.
S- considers and offers alternative viewpoints.
S- extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after.
S- shows an awareness of spoken standard English required for formal contexts.
S- reads aloud and performs showing understanding through intonation, tone, volume and action.
S- participates, speaking audibly in a range of situations.

Suggested activities

*Talk for writing- retelling and sequencing events. This also helps identify language patterns such as repetition for effect and textual structure.
*Oracy to concrete skills- kung-fu punctuation, actions for VIPER reading skills, drama to understand grammatical terms such as adverbs to extend ideas.
*Freeze frames- eg. from a scene/page/extract.
*Hotseating to help understand different viewpoints.
*Talk partners such as reading ideas aloud- checklists to guide.
*Extending ideas using sentence openers and conjunctions.
*Performing stories and poems and explore tone of voice, volume and use of actions.

*reporting on findings including Science and mathematical investigations/reasoning.

Assessment:
Half-termly Rising Stars Grammar, Spelling and Reading Assessments
Termly PIRA (Progress in reading Assessments)
Termly moderation of writing
End of year (inhouse) teacher moderation for writing

Maths

Autumn	*Spring*	*Summer*
Programme of study Herts Essentials • Securing fluency to twenty- recall number bonds to 10. Count in ones, twos, fives and tens. Identify odd and even numbers. • Place Value- making tens and some more. • Place Value- regrouping two-digit numbers. • Counting on and back in ones and tens from any number. • Representing, ordering and comparing numbers to 100 and quantities for measures- Compare and order lengths, mass, volume/ capacity. • Estimation and magnitude –identify, represent and estimate number using different representations. • Numbers to 20- mental addition and subtraction. • Doubles and near doubles • Finding complements of 10 and 100 including measures- recall number bonds to 10 and 100. • Add and subtract numbers mentally and using	**Programme of study Herts Essentials** • Statistics- totalling and comparing amounts in block graphs, pictograms, tables and tally charts. • Written addition method. • Commutativity- addition, not in subtraction. • Written subtraction method. • Problem solving- addition and subtraction in a range of contexts. • Time- telling the time: o'clock, half past, quarter past and quarter to. 5 min intervals- • Time- estimating, ordering and comparing time- doubling and halving- one and two-digit number and amounts of money • Times tables- 2s, 5s and 10s. Patterns and strategy (counting in 3s)- • Multiplication- multiples and repeated addition.	**Programme of study Herts Essentials** • Fractions- finding halves, quarters and thirds of amounts and shapes-. • Finding three-quarters of shapes and amount- • Fractions- equivalence and of continuous quantities-, recognise the equivalence of 2/4 and ½. Find fractions of a length, shape, set of objects or quantity. • Time- telling the time to the nearest 5 minutes. • Problem solving for all operations (including fractions) • Multiplication and division- equality and balance- recognise commutativity in multiplication and division, e.g. 2 x 5 = 1 x10. • Geometry- properties of 2-D and 3-D shapes, classifying and sorting. • Geometry- symmetry. • Mental calculation review

concrete objects and pictures • Finding part or whole unknown- Use inverse to check and solve missing number problems • Money- know the value of coins, make combinations and find change. • Comparison (difference, more, less, fewer)- use <, > and = signs. • Measures- estimation and measure using different scales- estimate and measure length/height (m/cm), mass (kg/g), temperature (C), capacity (litres/ml) to the nearest appropriate unit, using rules, scales, thermometers and measuring quipment.	• Multiplication- number of groups, group size and product. • Multiplication- problem solving Division- sharing and grouping. Division- sharing and grouping problems including remainders	• Geometry- sequencing- order and arrange mathematical objects in patterns and sequences. • Geometry- rotation and right angles- • Place value and written calculation review Remaining weeks to review/revise, add breadth check personal targets.

Assessment:
Assessment plays a vital role in the teaching and learning of maths. Pupils are regularly assessed by teachers through informal day-to-day observations, verbal feedback (discussions), to more formal style tests and tasks at the end of a topic, term or year. For instance, termly PUMA assessments (Progress in understanding Mathematics) are conducted.

Science		
Autumn	***Spring***	***Summer***

Curriculum content (National Curriculum): Substantive Knowledge;

Uses of everyday materials
- Know the different materials that everyday objects are made from. (Build on from Year 1)
- Identify and compare the suitability of a variety of everyday materials for particular uses. (Build on from Year 1)
- Consider alternatives and explain why my choice is the best - using question starters such as “What…, when…, why…, how…, using evidence from…”
- Explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, while other remain rigid.

Living Things and Their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited.
- Go on to describe how different habitats provide for the basic needs of different kinds of animals and plants and explain why with reasons, thinking about similarities and differences.
- Describe and justify how animals obtain their food from plants and other animals. I can use a simple food chain and name the different sources of food on it.
- Identify and name what exists in micro-habitats

Growth and survival

- Identify and explain the importance for humans to exercise, eat the right amounts of different types of food, and behave hygienically for a healthy life style.
- Explore cause and effect; if we do not do these things what could happen and why?
- Understand that animals, including humans, have offspring which grow into adults in a life cycle.
- Explain what happens in each stage of the life cycle of a butterfly and give reasons why, using observations and real data.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).

Plants

- Observe and describe how seeds grow into mature plants (grow plants for best experience, measure, assess best conditions, compare to ensure building on from previous years)
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.(Build on from Year 1)

Curriculum Content: Disciplinary Knowledge (practical scientific methods);

These STEM skills are taught through-out the year, in all topics:

- Deepen the skill of asking simple questions and recognise that they can be answered in different ways. Develop adding detail to answers and explaining why with ‘because’ and ‘so’.
- Perform simple tests with ever increasing independence and complexity. (Build on Year 1)
- Encourage children to also develop evaluating skills as they carry out tests.
- Use secondary sources to answer and ask questions in different ways.
- Observe carefully using simple equipment and write in full sentences with ever increasing independence.
- Sort and group objects to identify and classify. Using question starters such as “What…, when…, why…, how…” to develop evaluating and reasoning skills. (Build on Year 1)
- Use observations and ideas to suggest answers to questions. (Towards the end of the year encourage the use of evidence to support, ready for Year 3)
- Gather and record data to help in answering questions.

Curriculum Content: Understand the uses and implications of Science: Disciplinary Knowledge;

- How Science in used in the real world.
- Mentioning how skills can be applied to STEM careers when being taught.

Autumn	Spring	Summer
Use of Everyday Materials Including experiments exploring properties, their uses and sorting. **Living things and their habitats** This provides opportunities to explore the different needs of animal groups (*Building on Year 1)*. During this term, habitats are introduced, understanding what this means and how they suit the inhabitants.	**Growth and Survival** Links are made from Autumn Term on living things to help identify what humans need for a healthy lifestyle. Furthermore, opportunities to explore cause and effect when following healthy options (or not) are provided. **Living things and their habitats.** This part of the learning journey, links previous learning in Year 2 with food chains and micro-habitats.	**Growth and Survival** Learning is built on from what has been learnt in Spring, applying knowledge, skills and language; focusing on how this applies to life cycles and the needs of animals **Growing plants** This includes comparing conditions (*Build on Year 1*)
Assessment Summative assessemnts are recorded on Arbor both disciplinary and substatitve considered.		

RE
Christianity and Islam

Curriculum content (Hertfordshire Agreed Syllabus of Religious Education 2023-28)

Autumn 1 Symbols and Actions/ Prayer, Worship and Reflection.	***Autumn 2*** Symbols and Actions/ Prayer, Worship and Reflection.	***Spring 1*** Symbols and Actions/ Prayer, Worship and Reflection.	***Spring 2*** Prayer, Worship and Reflection/Justice and Fairness.	***Summer 1*** Justice and Fairness.	***Summer 2*** Human Responsibility and Values
How and why do Christians practice their religion?	Explore the importance of water as religious symbols in Christianity.	What are the key features of/ symbols in	Why do Christians all over the world pray 'The Lord's Prayer'?	Explore how people of faith have influenced	What makes human beings so unique? How we can live together

How and why do Muslims practice their religion? Identify which religion a variety of photographs/ artefacts belong. Explore examples of religious artefacts from Islam asking questions, finding out their meaning and use in the context of prayer and worship How do different religions say 'thank you' to God? Why do some people pray to God/ Allah for help?	Explore the importance of water as religious symbols in Islam. How and why do some Muslims wash in a daily pattern? (Wudu). Consider similarities with Christianity. Why does Christmas matter to Christians? *(UC* Incarnation 1.3*)*	a church? Why are they designed in that way? What are the key features of/ symbols in a Mosque .Why are they designed in that way? How and why do some Muslims wash (recap) and pray in a daily pattern. Why does a prayer mat become holy when a Muslim prays on it? In what way do different religious people share actions when praying?	Why does Easter matter to Christians? *(UC* Salvation 1.5*)* Was it fair that Jesus died on the cross? Debate.	the world by their actions. How might stories and parables that Jesus told influence the behaviour of Christians? Explain how faith stories guide people in their choices of what is right or wrong. Why do we need rules anyway? Should there be more than one 'Golden Rule'? How do our choices affect our behaviour? Explore through drama. Is it only religions that help us to learn about what is right and wrong? Explore a Christian charity that focuses on Justice and fairness.	when we are all so different? Pupils share ideas on how we know that people come from different religions. Create a recipe for living together happily. Explore the relationship between humans, their environment and other living things. How do the religious groups in your local community look after people and the world? Include deeper question-'Should everyone in the world take responsibility for looking after each other?' Why is Zakat important to so many religious people?
Assessment: Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them, (B and P).	**Assessment:** Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection (P, and R)	**Assessment:** Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. (S and A)		**Assessment:** Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair (J and F)	**Assessment:** Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this (H R and V)

Geography

Autumn - Spring 1			Spring 2 - Summer 2	
			Geographical skills and fieldwork	
Locational knowledge	**Place knowledge**	**Human and physical geography**	**Fieldwork**	**Map skills**
Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.	Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: sea, ocean, beach, cliff, coast and vegetation. Key human features, including: port, harbour, office and farm.	Gather information Use observational skills Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey Communicate findings in different ways Ask and respond to geographical questions (increasing in complexity) Sketching Create plans and draw features of maps of the local area. Add labels onto a sketch map, map or photographs of features Audio/Visual In the field, take pictures. Explain why these have been taken and label these.	Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key
Assessment:	Spring 1- locational and place knowledge and human and physical geography assessment form		**Assessment:**	Summer 2-Geographical skills and fieldwork assessment form

History

Autumn	Spring	Summer
		Cuffley (Local History)

<u>The Great fire of London</u> **Who was to blame for the fire of London?** • Causes of the GFOL • Reliability of the sources • Reasons and causes of GFOL • Life in London and changes that took place • Compare London now and then **LINKS: Local history**	**<u>People who have influenced our lives - Emily Pankhurst and Rosa Parks</u>** **How did these two women change history?** • Roles of women and how they have not always been treated equally • How people have been treated differently due to their colour and gender and the fight to stop this **LINKS: Civilisation**	**How has our area changed over time?** • Cuffley high-street then and now Significant historical buildings and events around Cuffley **LINKS: Local history**
Assessment: Initial artefact assessment KWL (What is already known (K), What would like to be known (W) and What has been learnt (L)) End of unit assessment key question Who was to blame for the fire of London?	**Assessment:** KWL End of unit assessment key question How did these two women change history?	**Assessment:** KWL End of unit assessment key question How has our area changed over time?

Computing					
Autumn 1	***Autumn 2***	***Spring 1***	***Spring 2***	***Summer 1***	***Summer 2***
Computing Systems and Networks – IT Around Us	**Creating Media – Digital Photography**	**Programming A – Robot Algorithms**	**Data and Information – Pictograms**	**Creating Media – Digital Music**	**Programming B - Programming Quizzes**
In this unit, pupils will develop their understanding of what information technology (IT) is. They will discuss	In this unit, pupils will learn to recognise that different devices can be used to capture photographs through	This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to	This unit introduces pupils to the term 'data' and how it can be collected in the form of a tally chart. They will	In this unit, pupils will explore how music makes them think and feel. They will create and use patterns to	In this unit, pupils begin to understand that sequences of commands have an outcome. They use and

where they have seen IT in school and beyond. They will investigate how IT improves our world and learn about the importance of using IT responsibly.	capturing, editing and improving their own photos. They will use this knowledge to recognise that images they see may not be real.	predict outcomes. They will learn how to use commands in different orders and design their own algorithms to test and debug.	learn the term 'attribute' and use this to help them organise data in the form of pictograms and block diagrams. They will use the data to answer questions.	make music with percussion instruments and digital tools. They will compare creating music digitally and non-digitally.	modify designs to create their own quiz questions in ScratchJr using blocks of code. They will evaluate and improve their programming projects.
Assessment: IT around us	**Assessment:** Digital photography	**Assessment:** Robot Algorithms	**Assessment:** Pictograms	**Assessment:** Digital Music	**Assessment:** Programming Quizzes

Art		
Autumn	***Spring***	***Summer***
Drawing	***Painting***	**3D**
Building on the skills learnt in EYFS and Year 1: **<u>Mark-making 2</u>:** continuing with range of mark-making tools and introducing **full range** of pencil grades (5H-6B), **graphite**, charcoal and black pens to experiment with line and tone. Children **begin to look for light and dark** to create 3D effect. To develop drawing from observation, **looking for shapes in a single object**. To use and apply additional drawing techniques: **dots, hatching, cross-hatching to create basic textures**. **<u>Introduction to Composition:</u>**	**Building on the skills learnt in EYFS and Year 1:** **<u>Securing Colour-mixing:</u>** Children confidently mix primary colours to make secondary colours. **Language fully embedded.** Children research an artist and their style of work and experiment with **matching the palette of that particular artist**. **<u>Developing Mark-making:</u>** children use a **range of thick and fine brushes** and other tools to create	**Building on the skills learnt in EYFS and Year 1:** **<u>Securing Clay Relief Skills:</u>** Within the context of their class topic, **children interpret and embed their relief-modelling skills**, developing their **dexterity** and the 3D potential of the clay. Projects should **contrast** with the friendships or nature project in Year 1, such as a natural outdoor scene/ landscape, flowers/plants or animals.

Children begin to think about using **space/where to place the object on the paper**, so that it is not too small. They learn to use **shadow** underneath an object, so that it is not 'floating'. **Outcomes** To research artists' sketches and drawing techniques, focusing on composition. To practise skills, exploring the use of light and dark tonal shading. To draw a 3D object from observation, using tonal shading and considering scale. To refine a drawing, using mark-making techniques to create surface texture. To draw a 3D object: Final Draft To evaluate a final piece and rework.	different effects and qualities of line, developing their ability to create detail with fine brushes. **<u>Painting Project: Introduction to Composition/Still Life</u>** Children begin to consider the **organisation of objects in a frame**, looking at the Spanish artist, **Miro's paintings** and create a simple composition based on his abstract style. They learn to draw out basic shapes/elements of the objects on the paper in pencil before blocking in colour with a large brush. They learn to add detail and to create **surface patterns** on top with a smaller brush (when paint is dry). **Outcomes** To research the painting style of an artist. To practise skills, mixing secondary colours to match an artist's palette and experimenting with the quality of line, using different tools. To plan a painting, focusing on composition, space and shape (sketching). To paint a still life composition, blocking in areas of colour using a large brush. To refine a painting by adding detail using a range of tools to create surface patterns. To evaluate a painting and rework.	The project begins with **sketching** before experimenting with form. The focus is on **mastery of clay relief**, in preparation for advancing to the more complex skills of vertical, load-bearing modelling in KS2. **Outcomes** To research the life and works of 3D relief designers. To practise skills, joining surfaces with slip, rolling fine sausages and experimenting with building surface texture. To design a 3D relief clay model, using sketching techniques. To create a 3D relief clay model, building surface texture. To create surface texture in a 3D relief clay model by using a range of tools to draw into the clay. To evaluate the making process, reworking where necessary.
Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder		

Design and technology		
Autumn	***Spring***	***Summer***
Mechanisms – Sliders & Levers **Designing**	**Textiles – Templates & Joining** **Designing**	**Food – Preparing Fruit & Vegetables** **Designing** • Design appealing products for a particular user based on simple design criteria.

• Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next. • Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. **Evaluating** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user. **Technical knowledge and understanding** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.	• Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and computing programmes. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics (feel and look). **Evaluating** • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. **Technical knowledge and understanding** • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.	• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The 'Eatwell' plate. • Know and use technical and sensory vocabulary relevant to the project.
Assessment: End of unit assessment	***Assessment:*** End of unit assessment	***Assessment:*** End of unit assessment

PE

Autumn 1	*Autumn 2*	*Spring*	*Summer 1*	*Summer 2*
Invasion Games -Show continuous and controlled dribbling. - Use awareness to know when to change direction. -Pass and receive a ball with control and accuracy. -Know how to score. -Understand and develop tactics for attacking and defending. -Discuss how they can improve their performances. -Participate in team games.	**Dance** - Perform body actions with control (set counts) and coordination. - Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions. - Remember and repeat a dance phrases of two or more specific steps. - Perform short dances, showing an understanding of expressive qualities of the dance style. - Use some simple dance vocabulary to describe and interpret dance. - Can engage with a partner or group to perform. - Describe how dancing affects their body. - Know why it is important to be active; suggest ways they could	**Gymnastics** - Create and perform a sequence of at least **FOUR** elements with a clear starting position. - Repeat the simple sequence. - Move smoothly between the shapes and actions. - Perform the basic gymnastic actions with coordination, control and variety. - Show contrasts in shape. - Describe what they and others have done. - Say why they think gymnastic actions are being performed well. - Recognise and describe how they feel after exercise. - Describe what their bodies feel like during gymnastic activity.	**Throwing, Catching & Striking** -Remain under control of the ball. -Throwing the ball under and overarm accurately in a specific direction. -Develop a basic technique of a tennis shot. -Hold a racket correctly. -Hit a ball accurately towards a target. -Throw and catch a ball from increased distances. Throw a ball accurately towards a target. -Watch others and describe their performance. -Talk about their own technique and what could be improved with support. -Participate in team games.	**Athletics** -Use their bodies to move at different speeds in prompted directions. -Run for greater distances (400m). -Increase their running speeds using their arms as extra momentum. -Participate in Sports Day. -Discuss different ways to keep healthy and safe. -Explore which body parts contribute to different athletics events to improve performance.

	improve their work.				
Assessment: Sheet/Goggle Classroom Evidence	***Assessment: Sheet/Goggle Classroom Evidence***	***Assessment: Sheet/Goggle Classroom Evidence***	***Assessment: Sheet/Goggle Classroom Evidence***	***Assessment: Sheet/Goggle Classroom Evidence***	***Assessment: Sheet/Goggle Classroom Evidence***

Music					
Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Hands, feet heart This unit of work is based upon music from South-Africa. The children will listen to and perform a song called hands heart feet by Joanna Mangona. Listen with concentration and understanding to a range of high-quality live and recorded music. (Nation Curriculum link) I can find the pulse whilst listening and appraising. (Charanga) I can recognise and name many of the instruments used in the piece of music. (Charanga)	**Ho ho ho** This unit of work is based upon a fun Christmas song called 'ho, ho, ho'. This song contains two vocal styles for the children to explore singing and rapping. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (National Curriculum link) I can use my voice expressively and creatively to sing and rap together in time. (Charanga)	**I wanna play in the band** This unit of work is based upon rock music. The children will learn to sing a rock song and listen and discuss the different musical instruments heard in rock music. Play tuned and untuned instruments musically. (National Curriculum link) I can independently play accurately and in time using tuned and untuned instruments. (Charanga) I can play the note C and D on a tuned instrument. (Charanga)	**Zootime** This unit of work is based upon reggae music which originated in Jamaica in the late 1960's. Experiment with, create, select and combine sounds using the inter-related dimensions of music (National Curriculum link) I can improvise as part of a performance. I may use the note C or C and D on a tuned instrument to do this. (Charanga)	**Friendship songs** This unit is based upon music that makes you want to dance. The children will listen to a range of music from different genres, for example, rock and jazz and design their dances. Experiment with, create, select and combine sounds using the inter-related dimensions of music (National Curriculum link) I can create a simple melody using simple rhythms, and use it as part of the performance. (Charanga)	**Reflect, rewind and replay** This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the history of music and the beginnings of the language of Music.
Assessment: Listening and appraising	**Assessment:** Singing	**Assessment:** Listening and appraising	**Assessment:** Improvisation	**Assessment:** Composition	**Assessment:** Overall judgement

PSHE

Programme of study JIGSAW which teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner

Autumn		Spring		Summer	
Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**