



Tarleton Whole School Curriculum Map (updated 2021-2022)

Year Two

Year 2	Aut 1 History+Geog	Aut 2 History+Geog	Spr 1 History +Science	Spr 2 Science	Sum 1 Literacy	Sum 2 Science + History
Theme	The Great Fire of London (Fire Fire)	The Place Where I Live	Polar Explorers (and Penguins)	Farm shop	Aladdin SATs Assessments	Buckets + Spades
Literacy	<p>Non-fiction text – Diary (+ Newspaper report based on Fire of London write their own diary page based on a model which includes features of an information text.</p> <p>Poetry – Descriptive poetry Fire write their own poem based on a model which includes: words ending in the suffix -ed.</p>	<p>Narrative text-traditional tale with innovation of character/s and setting. (Prince Cinders) write their own twisted traditional tale which includes: Compound sentences using and and but. Subordination using the time word 'when'.</p> <p>Narrative text – Stories with Familiar Settings Letters to the characters The Jolly Postman/Jolly Christmas Postman, Use subordination for time using the word 'when'.</p> <p>Non- Fiction text- To write a set of instructions How to design and sew a Christmas decoration use commas in a list. generate and select verbs.</p> <p>Christmas Pantomime</p>	<p>Narrative text – Stories by the Same author (Lost and Found/Up and Down/Stuck by Oliver Jeffers) Use apostrophes for contracted forms. Use subordination for time Use past tense for narrative.</p> <p>Non-fiction text –Digital Non-chronological reports Discuss how specific information is organised within a non-fiction text, Use subordination for reason,</p>	<p>Narrative text - Innovated narrative/part of narrative, with a farm setting. (Mudpuddle Farm) Use sentences with different forms: statement, question, command, exclamation. Use past tense for narrative. Select, generate and effectively use adjectives. Add suffixes –ful or –less to create adjectives</p> <p>Non-fiction text – Persuasive (to eat fruit and veg) Use present tense for persuasive adverts. Use suffixes -er and -est to create adjectives</p> <p>Poetry – Riddles Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. Say, write and punctuate simple and</p>	<p>Revision Unit Narrative text- Aladdin Outcomes may include:</p> <ul style="list-style-type: none"> • Setting description • Diary entries in role • Poetry • Persuasive letter • Persuasive poster • Narrative – an additional chapter in the story. <p>Classic Poetry- Own verse/poem based on a classic poem that they have learnt by heart. The Owl and the Pussycat Or The Quangle Wangle’s Hat Recognise use of repetitive language within a text or poem. Select, generate and effectively use adjectives. Select, generate and effectively use verbs.</p>	<p>Non- Fiction text- Explanation text (Writing an explanation about Beach Formation Use the suffix –ly to turn adjectives into adverbs, Say, write and punctuate simple and compound sentences using the joining words and, but and or. Use subordination for reason</p> <p>Poetry –On a theme Seaside poetry. Seaside Poems by Jill Bennett.. Write simple poems based on models.</p> <p>Narrative text- based on a film or picture book, with a seaside setting. Eg The Sand Horse by Ann Turnbull. The Whales’ Song by Dyan Sheldon. Dolphin Boy by Michael Morpurgo. Use morphology to work out the meaning of unfamiliar words. Use apostrophes for contracted forms.</p>



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		Christmas Production		compound sentences using the connectives and, but, or. Use subordination for time, Use subordination for reason.		Select, generate and effectively use nouns. Add suffixes -ness and -er to create nouns. Use subordination for time and reason.
Maths	<p>Number and Place value Count objects to 100 and read and write numbers in numerals and words Use a place value chart Order objects and numbers. Recognise the place value of each digit in a two-digit number (tens, ones) Problem Solving use place value and number facts to solve problems Comparing Numbers compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Counting count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>Addition and subtraction by partitioning, by number line, number bonds to 10, 20, 100, number facts to 100, Identify, represent and estimate numbers using different representations, including the number line .Recall and use addition and subtraction facts to</p>	<p>Addition and subtraction by partitioning, by number line, number bonds to 10, 20, 100, number facts to 100 Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 .recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Problem Solving Recognise and use the inverse relationship between addition and subtraction</p> <p>MENTAL CALCULATION add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and</p>	<p>Multiplication making equal groups, adding equal groups, writing multiplication by 'x' using arrays, 2x, 5x, 10x tables order and arrange combinations of mathematical objects in patterns and sequences Problem Solving use place value and number facts to solve problems</p> <p>Division sharing, sharing by 2,5 and 20. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Mental Calculation show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Written Calculation calculate mathematical</p>	<p>2D and 3D shapes Recognise and make 2D and 3D shapes, counting vertices, lines of symmetry, counting faces, lines of symmetry, sorting 3D shapes identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line . Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces .identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Fractions equal parts, making a half, find a quarter, recognise a third, unit fractions, non- unit fractions, equivalent fractions, counting in fractions Pupils should count in fractions up to 10, starting from any number</p>	<p>Fractions recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, of a length, shape and a set of objects or quantities. write simple fractions. eg $\frac{1}{2}$ of 3 =6 and recognise the equivalence of $\frac{1}{2} = \frac{2}{4}$</p> <p>Properties of shape recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; Length and Height compare and order lengths, mass, volume/capacity and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); Problem solving using concrete objects and pictorial representations, including those involving numbers, quantities and</p>	<p>Capacity and volume and temperature choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Problem solving using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>•Measurement- Position and Direction Problem solving using concrete objects and pictorial representations, including those involving numbers, quantities and measures use mathematical vocabulary to describe position, direction and movement including movement in a straight</p>



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	<p>20 fluently, and derive and use related facts up to 100. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>MENTAL CALCULATION add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and ten .show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>	<p>ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Applying their increasing knowledge of mental and written methods</p> <p>Measurement- money recognising coins and notes. Adding and taking away using pence and pounds, comparing amounts, finding the difference recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value .find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>statements for multiplication and division within multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>Statistics using and drawing pictograms, using tallys, using block diagrams interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data</p>	<p>and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line.</p>	<p>measures</p> <p>SATs revision</p>	<p>line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>Children can use physical programming skills to program a Beebot or an on-screen turtle. They can use the repeat command.</p> <p>Time compare and sequence intervals of time. tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. know the number of minutes in an hour and the number of hours in a day. know the number of minutes in an hour and the number of hours in a day.</p>
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<p>Science</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Practical Investigation Separating colours (questioning)</p>	<p>Animals (Including Humans) Health: How We Grow and Stay Healthy</p> <p>Humans -Basic needs what humans need to survive.</p> <p>Human growth</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food+ hygiene.</p> <p>Eatwell plate – healthy diet and different food types</p> <p>Gather and record data to help in answering questions.</p> <p>Practical Investigation Handspans (review)</p>	<p>Practical Investigation-linked to topic Frostbite is a real problem in the Antarctic. Mittens are very popular as they keep the fingers close together, sharing body heat. Test different types of insulation. SCIENCE: insulation, adaptation, prediction, fair testing, recording results, observation MATHS: reading</p> <p>Living Things and Their Habitats</p> <p>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.</p> <p>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.</p> <p>Animals - Animal Survival and Growth</p> <p>Notice that animals have offspring which grow into adults. Eggs,chick,adult</p> <p>Find out about and describe the basic needs of animals for survival (water, food and air).</p>	<p>Plants: Plant Growth</p> <p>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 (<i>and how changing these affects the plant</i>).</p> <p>How do seeds and bulbs grow into mature plants? Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. Perform simple tests</p> <p>name the parts of a flowering plant and trees</p> <p>identify and name common wild and garden plants (deciduous and evergreen trees)</p> <p>Practical Investigation Plant growth(doing)</p>	<p>Material Properties – Uses of Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses.</p> <p>Practical Investigation Waterproof (planning)</p>	<p>Materials- Changing Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force).</p> <p>Some materials can be found naturally; others have to be made.</p> <p>Practical Investigation Boat materials (Review)</p>
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<p>Science/ nature journal</p>	<p>Plant spring bulbs</p>		<p>On-going Practical Investigation Incubate + hatch eggs Observe closely, using simple equipment. (doing)</p> <p>Life cycle of a penguin Identify and name a variety of animals in their habitats, Draw Antarctic habitat</p>	<p>Signs of spring</p> <p>Growth of our bulbs</p> <p>Plant vegetable seeds.</p>		<p>Identify and name a variety of plants and animals in their habitats, including microhabitats- Draw rockpool habitat</p>
<p>ICT</p>	<p>Purple Mash Unit 2.1 Coding Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. Debugging Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Logical Reasoning Children's program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to</p>	<p>Purple Mash Unit 2.3 Spreadsheets Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches.</p> <p>Unit 2.4 Questioning</p> <p>Using and Creating Pictograms ,Asking Yes / No Questions, Binary Trees, Using 2Question - a Computer-Based Binary Tree Program, Using 2Investigate: a Non-Binary Database.</p>	<p>Purple Mash Unit 2.5 Effective searching Online searches and content Children are confident when creating, naming, saving and retrieving content. Digital content and data handling Children can effectively retrieve relevant, purposeful digital content (about penguins) using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template.(Digital literacy non-chron report)</p>	<p>Purple Mash Unit 2.7 Making music. Online searches and content Children are able to edit more complex digital data such as music compositions within 2Sequence</p>	<p>Purple Mash Unit 2.6 Painting Pictures 2Paint A Picture</p>	<p>Purple Mash Unit 2.8 Presenting ideas Online searches and content Children use a range of media in their digital content including photos, text and sound. Multimedia Children can use text and images on an app to create particular effects e.g. a poster, an advert, a labelled diagram. (seaside poster) Digital content and data handling Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</p>



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	<p>specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p> <p>Physical programming Children can use physical programming skills to program a Beebot or an on-screen turtle. They can use the repeat command.</p> <p>Unit 2.2 On-line safety Digital Literacy Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p>					
<p>History</p>	<p>Chronology -Recognising the distinction between past and present – use clues from objects and images to ask valid questions about <i>The Great Fire</i>. Placing a few events in</p>	<p>Enquiry, Interpretation and Using Sources What is the name of the place where I live? What is the name of the school that I go to? Did my home/school always look like it does</p>	<p>Life of a significant person- Captain Robert Scott Demonstrate knowledge of significant individuals in the past Compare aspects of life in different periods -</p>			<p>Comparing life of then and Now- The Seaside Chronology-particular time in History. Plot this on a timeline. Use phrases such as recently, before, after,</p>



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	<p>order-sequence the events of <i>The Great Fire</i>. Know where some people and events fit into a chronological framework Compare pictures or photographs of people or events in the past. Discuss the effectiveness of sources</p> <p>Events, People and Changes Use simple stories and other sources (diaries) to show that they know and understand key features of events- Find out about Samuel Pepys and how we know what happened during The Great Fire.</p> <p>Communication To show what they know and understand about the past .Able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories) Write simple stories and recounts about the past. Understand historical concepts and use them to make simple connections and draw contrasts- Find out why the fire spread so quickly.</p> <p>Fire Service Visit</p>	<p>today?</p> <p>What might my area/home/school have been like a long time ago?</p> <p>How can we find out about what our area/home/school was like in the past?</p> <p>What does this tell us about what life might have been like in the past?</p> <p>Recognise that their own lives are different from the lives of people in the past</p>	<p>Ranulph Fiennes</p> <p>Chronology- what part of history did this happen?</p> <p>Using sources-Use a source – why, what, who, how, where -to ask questions and find answers. Discuss the effectiveness of sources</p> <p>Communication +Using Sources- Compare pictures or photographs of people or events in the past (eye witness accounts, photos, artefacts)</p> <p>Describe objects, people and events.</p> <p>Write simple stories and recounts about the past.</p>			<p>now later</p> <p>Events people and changes- How have traditions at the seaside changed or stayed the same</p> <p>Communication- Speak to older generation/ family members on their memories of the seaside.</p> <p>Using sources- Compare pictures or photographs of people or events in the past .Discuss the effectiveness of sources</p> <p>Events beyond living memory or places in their locality - the seaside then and now (Southport)</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>
<p>Geography</p>	<p>Contrasting locality in UK – London</p> <p>Mapping- To be able to read a map of the UK to identify its countries,</p>	<p>Place Knowledge- understand geographical similarities and differences through studying the human and</p>	<p>Mapping- To be able to read a map that shows the world’s seven continents and five oceans.</p>	<p>Specific to Tarleton- Look at farming in the village and the surrounding area</p> <p>Locational Knowledge-</p>	<p>Place knowledge- Desert People lifestyle /clothes</p> <p>Human and physical geography- the location of <u>hot</u> areas of the world in</p>	<p>Mapping- Locate North West Coastline on a map</p> <p>Use ICT- Google maps</p> <p>Human + Physical use</p>



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	<p>capital cities and surrounding seas. Locational Knowledge name, locate and identify characteristics of the capital cities of the United Kingdom (London) Use NF books, stories, maps, pictures, photos and internet as sources of information Geographical skills- Use large scale maps Have experience of aerial photographs and try to identify known places use maps + photographs to recognise London landmarks Vocabulary aerial photograph</p>	<p>physical geography of a small area of the United Kingdom-Tarleton Fieldwork- use simple fieldwork and observational skills to study the geography of their village and the key human and physical features of its surrounding environment. Mapping- To be able to follow a simple map of the local area. Follow a given route on a map using N, S, E, W Follow a route on a map using directional language such as near/far, left/right and understand how to use a key .Use large scale maps Use ICT- Google maps Enquiry and investigation- How has Tarleton changed? Human + Physical use basic geographical vocabulary to refer to: key physical features</p>	<p>Locational Knowledge- Use an infant atlas and globes to locate place use world maps, atlases and globes .Use NF books, stories, maps, pictures, photos and internet as sources of information Physical Geography- Landscape and weather conditions in Antarctica Human and physical geography- the location of <u>cold</u> areas of the world in relation to the Equator and the North and South Poles. Vocabulary atlas</p>	<p>Tarleton Farming Fieldwork- Local companies/ farms Use ICT- google maps Enquiry and investigation- Use stories as sources of information Mapping- Draw a map of an imaginary place (Mudpuddle Farm) add detail to a sketch map Vocabulary Rural, farm, crop, harvest POSSIBLE TRIP</p>	<p>relation to the Equator and the North and South Poles Enquiry and investigation- Use NF books, stories, maps, pictures, photos and internet as sources of information</p>	<p>basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean Vocabulary North /East/ South/ West POSSIBLE KS1 TRIP</p>
<p>Art Georgia O’Keefe Impressionists Barbara Hepworth</p>	<p>Great Fire of London Mixed media Art- Printing houses, Chalk blending background hot colours, flames foreground Vocabulary Foreground Annotate, develop Layer Smudge Blend Whole school display</p>		<p>Observational drawing- Penguins from photographs using water colours background cold colours, chalk/oil pastels penguins Exploring and developing ideas Talk about and answer questions about the starting point, and</p>	<p>Painting-Georgia O’Keeffe- Flowers display on large scale Exploring and developing ideas Discuss the styles of artists, craft makers or designers and use this to inform their own work. Study work of other artists for inspiration. Develop and record their ideas through painting, in</p>	<p>Digital Art Purple Mash Unit 2.6 Painting Pictures To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir). Children can explain what is meant by impressionist art. Children can use 2Paint a Picture to create art based upon this style. To explore surrealism and eCollage Children can</p>	<p>Sculpting-Barabra Hepworth. Inspired by shells, rocks, caves. Make a soap carving. Make a Hepworth inspired necklace using clay or Fimo. Exploring and developing ideas Discuss the styles of artists, craft makers or</p>



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	<p>Gustav Klimt Exploring and developing ideas Discuss the styles of artists, craft makers or designers and use this to inform their own work. Study work of other artists for inspiration. Develop and record their ideas through painting, drawing, in response to first hand observations, Layer different media. Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements: line, shape, pattern and colour.</p>		<p>choices they have made. Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements: line, shape, pattern and colour.</p>	<p>response to first hand observations, e.g. real objects. Talk about and answer questions about the starting point, and choices they have made. Develop understanding of line, shape, colour, tone and scale. Show confidence in working creatively e.g. with a range of media on different scales. Evaluating and developing work Describe what they like about their own work and the work of others using appropriate language. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</p>	<p>describe surrealist art. Exploring and developing ideas Discuss the styles of artists, craft makers or designers and use this to inform their own work. Study work of other artists for inspiration.</p>	<p>designers and use this to inform their own work. Study work of other artists for inspiration. Talk about the similarities and differences between different artists, craft makers or designers. Develop and record their ideas through sculpture in response to first hand observations. Talk about and answer questions about the starting point, and choices they have made. Develop sculptures and drawings using abstract shapes. Show confidence in working creatively. Evaluating and developing work Describe what they like about their own work and the work of others using appropriate language Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</p>
<p>DT</p>		<p>Textiles- Christmas tree decoration using a paper template design, chosen by the children, simple joining, choice of stiches. Research- Explore a range of existing</p>		<p>Food + Nutrition Create a basic recipe, using drawings and labels. Design Talk about what they want to make, in relation to the design brief and their research.</p>		<p>Mechanisms Vehicles- Victorian bathing hut Research- Explore a range of existing products, discussing how they are made and how they work. Talk about</p>



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		<p>products, discussing how they are made and how they work. Discuss how these products could help them with their own design. Construction Mark materials before cutting and sometimes measure. • Cut paper and other materials safely and with increasing accuracy. Begin to choose the most effective joining methods for the task/materials Make Using simple paper pattern pieces. Cutting fabric carefully. Learning sewing basics – threading a needle, knotting your thread, finishing off. Sewing using running stitch, attempting to produce neat, equal stitches running and blanket. Using stuffing Evaluate Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Suggest how their product could be improved</p>		<p>Choose the ingredients /tools they will use, from a selection. Understand that the basic principles of a healthy and varied diet feature within their design. Create a basic recipe, using drawings and labels. Make Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food. Use a knife and chopping board to neatly chop ingredients. Clean/ wash up after themselves. Evaluate Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Discuss what the intended user might think about the product. Suggest how their product could be improved</p>		<p>what they want to make, in relation to the design brief and their research. Draw a labelled picture of their product, which may include parts, components, materials. Choose the materials /tools they will use, from a selection. Construction Mark materials before cutting and sometimes measure. Cut paper and other materials safely and with increasing accuracy. Begin to choose the most effective joining methods for the task/materials. Test their product as they work. Apply their knowledge of materials to make a structure stiffer/ more stable as they work Evaluate Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Suggest how their product could be improved</p>
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PE	Dance Acquiring and developing skills explore, remember, repeat and link a range of	Nativity Lancs Sports Partnership Striking +	Gymnastics Acquiring and developing skills remember, repeat and link	Gymnastics Acquiring and developing skills remember, repeat and link	Games Acquiring and developing skills improve the way they coordinate and	Athletics Acquiring and developing skills remember, repeat and link combinations of
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	<p>actions with coordination, control and an awareness of the expressive qualities of dance</p> <p>Selecting and applying skills, tactics and compositional ideas compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p> <p>Knowledge and understanding of fitness and health understand the importance of warming up and cooling down</p> <p>Evaluating and improving performance watch and describe dance phrases and dances and use what they learn to improve their own work</p> <p>West Lancs Sports Partnership Striking + Fielding</p>	<p>Fielding</p>	<p>combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>Selecting and applying skills, tactics and compositional ideas Choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Knowledge and understanding of fitness and health</p> <p>Evaluating and improving performance improve their work using information they have gained by watching, listening and investigating</p> <p>West Lancs Sports Partnership-Athletics</p>	<p>combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>Selecting and applying skills, tactics and compositional ideas Choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Knowledge and understanding of fitness and health</p> <p>Evaluating and improving performance improve their work using information they have gained by watching, listening and investigating</p> <p>West Lancs Sports Partnership Athletics</p>	<p>control their bodies and a range of equipment remember, repeat and link combinations of skills</p> <p>Selecting and applying skills, tactics and compositional ideas choose, use vary simple tactics</p> <p>Knowledge and understanding of fitness and health Evaluating and improving performance recognise good quality in performance. use information to improve their work</p> <p>West Lancs Sports Partnership Dance</p>	<p>actions. use their bodies and a variety of equipment with greater control and coordination</p> <p>Selecting and applying skills, tactics and compositional ideas use their bodies and a variety of equipment with greater control and coordination</p> <p>Knowledge and understanding of fitness and health</p> <p>Evaluating and improving performance watch, copy and describe what they and others have done</p> <p>West Lancs Sports Partnership Dance</p>
<p>Music</p>	<p>Charanga Hands feet heart- -The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are</p>	<p>Kapow Orchestral instruments (Theme: Traditional Western stories) Dynamics, Timbre,Tempo Play tuned and untuned instruments musically. Listen with concentration and</p>	<p>Kapow Musical Me Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration</p>	<p>Purple Mash Unit 2.7 Making music. Online searches and content Children are able to edit more complex digital data such as music compositions within</p>	<p>Charanga I Wanna Play In A Band A Rock song written especially for children. singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose</p>	<p>Kapow On this island (British folk songs and sounds) Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>



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	<p>all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music</p>	<p>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. Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. To select appropriate sounds to match events, characters and feelings in a story. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Nativity Sing +perform Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer</p>	<p>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. Listening to and repeating a short, simple melody by ear. Creating simple melodies from 5 or more notes .Using letter name and graphic notation to represent the details of their composition. To use timbre and dynamics in musical composition. Suggesting improvements to their own and others' work</p>	<p>2Sequence</p>	<p>with this song, children will listen and appraise classic Rock songs. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Creating simple melodies from 5 or more notes. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Compose a structured soundscape as part of a group. electing and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure.</p>
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		rhythmic patterns on untuned percussion instruments, keeping a steady pulse.				
RE And Class Value PEACE	The Bible Look at the Bible as a collection of books Know that the Bible is our holy book and it contains God's big story, the salvation plan. Know the names and significance of holy books from other faiths. Know the places where people of other faiths worship.	Christmas-Good News Explore what good news means and how Jesus' birth brought good news to us all. Be able to retell the nativity story. Use religious words to talk about the celebrations of Christmas. Be able to give examples of how Christians, put their beliefs into action.	Jesus is a friend to everyone Look at the different people Jesus helped and healed. Be able to retell stories of Jesus' miracles. Our Christian Value=Peace. Jesus is the Prince of Peace. What does this mean?	Symbols of Easter What does the cross represent? What is a paschal candle? Use religious words to talk about the celebrations of Christmas, Easter and Pentecost. Be able to retell the Easter story.	Ascension + Pentecost Explore what Ascension means and why Christians celebrate Pentecost.	The Church Look at the Church as a community and place of Worship. Have visited a church and confidently talk about their experience and what they have learnt.
Multicultural links	Other Religious books					Other Special Places
PSHE/ Mental Health and Well being	Jigsaw- Being Me in my world	Jigsaw- Celebrating Difference	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me	Jigsaw- Relationships (RSE)	Jigsaw- Changing Me (RSE)
Fairtrade/Eco/ World links	Harvest	Children in Need Poppy Appeal		Fairtrade Fortnight Red Nose Day		