



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**

**Year 2 - Autumn 1**

**Main Themes:** Animals including humans/How was school different in the past?

**Cultural Capital/Enrichment:** Visitors who are former pupils of St. Mary's

**End Points**

By the end of this first half term, the children will have had the opportunity to explore and settle into their new environments. In RE, the children will know about the story of creation and how through Baptism we are all part of God's Christian family. In English, the children will have explored the story of 'Leo and the Octopus' as well as 'The Search for Carmella.' They will have developed their use of using familiar and new punctuation correctly. They will also have had practice of using expanded noun phrases to describe and specify. Within maths, the children will have learnt all about numbers to 100. They will have focussed on counting, reading and writing numbers to 100 in numerals as well as counting in multiples of 2's, 5's and 10's. They will also be able to recognise the place value of each digit in a 2-digit number. In Science, the children will have explored 'Local Habitats', they will have compared the differences between things that are living, dead, and things that have never been alive. They will have identified and named a variety of plants and animals in their habitats, including micro-habitats. They will have described how animals obtain their food from plants and other animals, using the idea of a simple food chain. In Computing, the children will explore digital art and music by using tools such as 2Paint and 2Sequence to create pictures and simple compositions. They will learn how to use effects, sounds, tempo and volume to develop their own digital creations. Within Online Safety, children will learn how to communicate safely and respectfully online, understanding the importance of asking permission before sharing information and knowing how to respond if something online makes them feel worried or uncomfortable. They will also learn who they can trust for help, how to make safe choices online, and why it is important to think carefully before accepting, sharing or agreeing to anything online. In PE, the children will have developed jumping and landing skills, including how to swing arms to help gain height and use them to help balance on landing. In Music, the children will be using instruments to represent animals, copying rhythms and creating call and response rhythms. In History, the children will have identified how school was different in the past, particularly the 1900's and be able to explain which era of schooling they would prefer. In Art the children will have used a range of materials creatively to design and make products. They will have used drawing, painting and sculpture to develop and share their ideas, experiences and imagination. In RHE, Created and Loved by God, the



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|                                                                    | children will have learnt that we are unique, with individual gifts, talents and skills. They will know what constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Religious Education<br/>Creation and<br/>Covenant</b>           | <p>In this topic the children will</p> <ul style="list-style-type: none"><li>• Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</li><li>• Know the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow.</li><li>• Know that psalms are prayed/sung to praise God.</li><li>• Understand the term 'stewardship' and what it means for caring for God's world.</li><li>• Know religious words and phrases relating to the Sacrament of Baptism and understand baptism as a sign of Jesus' love for all people and a welcome into the Christian family.</li></ul>                                                                                                        |
| <b>English</b>                                                     | <p><b>Vehicle Text: Leo and the Octopus and The Search for Carmella</b></p> <p><b>Fiction:</b> Friendship narrative<br/><b>Purpose:</b> To narrate<br/><b>Non-fiction:</b> Underwater Explorer's Log<br/><b>Purpose:</b> To recount</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>English - Reading<br/>Comprehension<br/>Skills/Word Reading</b> | <p>To accurately read most words of two or more syllables.</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> |



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|                                       | <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> |
| <b>English-Spoken Language Skills</b> | <p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p> <p>To attempt to follow instructions before seeking assistance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>English - Handwriting Skills</b>   | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>English - Spelling Skills</b>      | <p>/f/, /l/, /s/, /z/, /k/ sounds as -ff, -ll, -ss, -zz, -ck after a single vowel</p> <p>/ch/ spelt as -tch after a single vowel</p> <p>/v/ sound at the end of word e.g. live, have</p> <p>Adding -s and -es to words</p> <p>Adding -ing, -ed, -er to verbs with no change to the root word</p> <p>Days of the week, months of the year and seasons</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>English Grammar - Word</b>         | <p>Use of the Suffixes –er &amp; –est in adjectives</p> <p>Learn how to use -ly in Standard English to turn adjectives into adverbs</p> <p>Develop understanding of regular plural noun suffixes -s or -es</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>English Grammar - Sentence</b>     | <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Expanded Noun Phrases for description and specification</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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|                                      | Learn that the grammatical patterns in a sentence indicate its function as a question or command                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>English Grammar - Text</b>        | Correct choice and consistent use of past and present tense throughout writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>English Grammar - Punctuation</b> | Use of capital letters, full stops and question marks to demarcate sentences<br>Use apostrophes to mark singular possession in nouns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Mathematics Skills</b>            | <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b><u>Place Value</u></b></p> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p> </div> <div style="width: 48%;"> <p><b><u>Addition and Subtraction</u></b></p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p> </div> </div> |  |
| <b>Small steps</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |



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| <b>Science Knowledge</b><br>Living things and their Local Habitats                                 | <ul style="list-style-type: none"> <li>• To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• To 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Working Scientifically Skills</b>                                                               | <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Computing Knowledge</b><br><b>Purple Mash Unit</b><br><br>Creating Pictures<br><br>Making Music | <p><b><u>Creating Pictures</u></b></p> <ul style="list-style-type: none"> <li>• Digital art tools usually have a choice of painting effects.</li> <li>• Painting effects can be combined to help a user make pictures of varying styles.</li> <li>• The size of an onscreen painting tool brush stroke can be manipulated.</li> <li>• Intensity of colours can be manipulated digitally.</li> <li>• Outline features in a digital art program can help a user compose an image.</li> </ul> <p><b><u>Making Music</u></b></p> <ul style="list-style-type: none"> <li>• Live, instrumental music is created by real instruments and digital music is created by using a computer.</li> <li>• Music can be made digitally using programs like 2Sequence.</li> <li>• Sounds can be incorporated into music programs to make a tune.</li> <li>• Notes that are the same colour on 2Sequence represent the same note tone.</li> <li>• The speed of a digital musical, known as tempo, can be altered by changing the BPM.</li> <li>• The volume of instruments/sounds on a track can be changed when using music programs.</li> </ul> |
| <b>Computing Skills</b>                                                                            | <p><b><u>Creating Pictures</u></b></p> <ul style="list-style-type: none"> <li>• Explore the range of painting effects in 2Paint.</li> <li>• Observe how the painting effects give different results.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



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|                      | <ul style="list-style-type: none"><li>• Produce digital images in traditional art styles using digital painting effects.</li><li>• Use the brush tool slider to change the size of brush strokes to achieve the desired effects.</li><li>• Use the dilute tool to manipulate the intensity of any selected colour.</li><li>• Make use of outline features, such as selecting, resizing and editing outlines, to enhance digital art.</li></ul> <p><b><u>Making Music</u></b></p> <ul style="list-style-type: none"><li>• Identify whether sounds are made by real instruments or by a computer, and recognise different instrument sounds.</li><li>• Open 2Sequence, listen to a premade composition and observe what happens on the screen as it plays.</li><li>• Explore the sounds and instruments category, then drag sounds into the playable area.</li><li>• Play and experiment with organising sounds on different tracks.</li><li>• Compare different notes and recognise that some sound the same or work better together.</li><li>• Locate the BPM slider and experiment with how changing it affects the composition.</li><li>• Locate the different rows of music and the volume sliders for each track.</li><li>• Adjust the volume of individual tracks and test the effect on the music.</li></ul> |
| <b>Online Safety</b> | <p><b><u>Self Image and Identity</u></b></p> <ul style="list-style-type: none"><li>• I can explain how other people may look and act differently online and offline.</li><li>• I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</li></ul> <p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"><li>• I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</li><li>• I can explain who I should ask before sharing things about myself or others online.</li><li>• I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</li><li>• I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</li><li>• I can identify who can help me if something happens online without my consent.</li></ul>                                                                                            |



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|                                                                                                                                                                          | <ul style="list-style-type: none"><li>• I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</li><li>• I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>PE Knowledge</b></p> <p><b>Real P.E Unit 2A – Social</b></p> <p>Jumping and Landing (Seated Balance)<br/>FMS</p> <p><b>Complete P.E - Health and Wellbeing</b></p> | <p><b>Real P.E Unit 2A – Social - Jumping and Landing</b></p> <ul style="list-style-type: none"><li>• I know to bend my knees on take-off.</li><li>• I know to swing my arms to help gain height and use them to help balance on landing.</li><li>• I know to try to land softly so there is no noise by bending my knees as I land.</li><li>• I know how to achieve good take off and height.</li><li>• I know how to land with balance and control.</li><li>• I know how to land softly and quietly.</li></ul> <p><b>Real P.E Unit 2A – Social – Seated Balance</b></p> <ul style="list-style-type: none"><li>• I know to keep my tummy tight (core muscles) and back straight.</li><li>• I know to keep my weight going through my bottom.</li><li>• I know to keep my head up and breathe throughout.</li><li>• I know how to balance with feet and hands off the floor throughout.</li><li>• I know how to balance with minimum wobble.</li><li>• I know how to maintain balance without strain.</li></ul> <p><b>Complete P.E - Health and Wellbeing</b></p> <ul style="list-style-type: none"><li>• To know that we are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender.</li><li>• To know that we are considered a 'defender' when we are not in possession of the ball or we are trying to catch an attacker</li><li>• To know that agility is the body's ability to move quickly and easily in different directions.</li></ul> |



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|                                                                                                                 | <ul style="list-style-type: none"><li>• To know that balance: Is the even distribution of weight enabling someone or something to remain upright and steady</li><li>• To know that coordination: Is the ability to use different parts of the body together efficiently.</li><li>• To know that dribbling: is a method of moving with the ball using our hands or feet. The attacker in possession of will continuously bounces the ball with their hands or kick the ball keeping it close to them with their feet</li><li>• To know that before taking part in a physical activity or a sport we need to prepare our body and mind for that activity. One of the reasons for a 'warm up' is to reduce the risk of injuring a muscle.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>PE Skills</b></p> <p><b>Real PE Unit 2 – Social</b></p> <p><b>Complete P.E - Health and Wellbeing</b></p> | <p><b>Real P.E Unit 2A – Social - Jumping and Landing</b></p> <ul style="list-style-type: none"><li>• To achieve good take off and height.</li><li>• To land with balance and control.</li><li>• To land softly and quietly.</li><li>• To jump from 2 feet to 2 feet with a quarter turn in both directions.</li><li>• To stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</li></ul> <p><b>Real P.E Unit 2A – Social – Seated Balance</b></p> <ul style="list-style-type: none"><li>• To balance with feet and hands off the floor throughout.</li><li>• To balance with minimum wobble.</li><li>• To maintain balance without strain.</li><li>• To pick up a cone from one side, swap hands and place it on the other side.</li><li>• To return the cone to the opposite side.</li></ul> <p><b>Complete P.E - Health and Wellbeing</b></p> <ul style="list-style-type: none"><li>• To move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges</li><li>• To demonstrate a strong understanding of agility, balance and coordination and why they are important.</li></ul> |



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|                                                                                                 | <ul style="list-style-type: none"> <li>• To apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits</li> <li>• To apply honesty and self-belief as they continue to improve their performances and keep their score</li> </ul>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Music Knowledge and Skills</b></p> <p><b>Unit:</b> Call and Response (Theme: Animals)</p> | <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> | <p><b>Listening and evaluating</b></p> <ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Confidently moving in time with the beat of the music when modelled.</li> <li>• Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>• Recognising simple patterns and repetition in rhythm (eg. where a pattern of beats is repeated).</li> <li>• To recognise and name the following instruments: up to three instruments from Group A and B.</li> </ul> <p><b>Creating sound</b></p> <ul style="list-style-type: none"> <li>• Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.</li> <li>• Breathing at appropriate times when singing.</li> <li>• Singing part of a given song in their head (using their “thinking voice”).</li> <li>• Developing an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>• Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling.</li> </ul> |



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|                                              |                                                                                        | <ul style="list-style-type: none"> <li>Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</li> <li>Improvising simple question and answer phrases, using untuned percussion or voices.</li> <li>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Offering positive feedback on others' performances.</li> <li>Starting to maintain a steady beat throughout short performances.</li> <li>Standing or sitting appropriately when performing or waiting to perform.</li> <li>Performing actively as a group, clearly keeping in time with the beat.</li> </ul> |
|                                              | <b>National Curriculum</b><br><b>End of key Stage 1/2</b><br>Pupils should be able to: | <b>Progression Statements Taken from Schemes of Work e.g., Kapow</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>How was school different in the past?</b> |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>History Knowledge</b>                     | <ul style="list-style-type: none"> <li>To know a decade is ten years.</li> </ul>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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|                       | <ul style="list-style-type: none"><li>• To know that beyond living memory is more than 100 years ago.</li><li>• To know that daily life has changed over time but that there are some similarities to life today.</li><li>• To know that changes may come about because of improvements in technology.</li><li>• To know that there are explanations for similarities and differences between children's lives now and in the past.</li><li>• To know that we can find out about how places have changed by looking at maps.</li><li>• To know that historians use evidence from sources to find out more about the past.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>History Skills</b> | <ul style="list-style-type: none"><li>• Sequencing up to six photographs, focusing on the intervals between events.</li><li>• Knowing where people/events studied fit into a chronological framework.</li><li>• Recognising some things which have changed/stayed the same as the past.</li><li>• Identifying simple reasons for changes.</li><li>• Identifying similarities and difference between ways of life at different times</li><li>• Finding out about people, events and beliefs in society.</li><li>• Making comparisons with their own lives.</li><li>• Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li><li>• Making simple observations about a source or artefact.</li><li>• Using sources to show an understanding of historical concepts (see above).</li><li>• Recognising different ways in which the past is represented (including eye-witness accounts).</li><li>• Comparing pictures or photographs of people or events in the past.</li><li>• Asking a range of questions about stories, events and people.</li><li>• Understanding the importance of historically-valid questions.</li><li>• Understanding how we use books and sources to find out about the past.</li><li>• Using a source to answer questions about the past.</li><li>• Evaluating the usefulness of sources to a historical enquiry.</li><li>• Selecting information from a source to answer a question.</li><li>• Making links and connections across a unit of study.</li><li>• Making simple conclusions about a question using evidence to support.</li></ul> |



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|                                                                              | <ul style="list-style-type: none"> <li>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>Using relevant vocabulary in answers.</li> <li>Describing past events and people by drawing or writing</li> </ul>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Art Knowledge</b><br><br><b>Painting and Mixed Media – Life in Colour</b> | <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <ul style="list-style-type: none"> <li>To know that different amounts of paint and water can be used to mix hues of secondary colours.</li> <li>To know that colours can be mixed to 'match' real life objects or to create things from your imagination.</li> <li>To know that 'composition' means how things are arranged on the page.</li> <li>To know that collage materials can be shaped to represent shapes in an image.</li> <li>To know that shapes can be organic (natural) and irregular.</li> <li>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li>To know that patterns can be used to add detail to an artwork.</li> <li>To know that collage materials can be chosen to represent real-life textures.</li> <li>To know that collage materials can be overlapped and overlaid to add texture.</li> </ul> |
| <b>Art Skills</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> <li>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



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|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.</li><li>• Creating a range of secondary colours by using different amounts of each starting colour or adding water.</li><li>• Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</li><li>• Talking about art they have seen using some appropriate subject vocabulary.</li><li>• Making links between pieces of art.</li><li>• Explaining their ideas and opinions about their own and other's artwork, giving reasons.</li><li>• Beginning to talk about how they could improve their own work.</li></ul> |
| <b>RHE/PHSE/SMSC</b><br><b>(Relationships and Health Education)</b> | <b>Module 1: Created and Loved by God</b><br><b>Me, My body my health</b> <ul style="list-style-type: none"><li>• We are unique, with individual gifts, talents and skills.</li></ul> Our bodies are good and made by God<br>That our bodies are good <ul style="list-style-type: none"><li>• The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)</li></ul> That girls and boys have been created by God to be both similar and different, together making up the richness of the human family <ul style="list-style-type: none"><li>• That our bodies are good and we need to look after them</li></ul> What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene<br><b>Emotional Well being</b> <ul style="list-style-type: none"><li>• We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li></ul> It is natural for us to relate to and trust one another. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



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|                                                                                       | <p><b>World Mental Health Day</b></p> <p><b>Black History</b></p> <ul style="list-style-type: none"><li>• Explaining to children what “Black history” means and what Black History Month is.</li><li>• Reading up on diversity.</li><li>• Watching history together.</li><li>• Inviting children to listen to inspiring Black musical artists.</li><li>• Teaching them about Black icons.</li></ul> |
| <p><b>Mental Health and Wellbeing</b></p> <p><b>Safeguarding Curriculum Links</b></p> | <ul style="list-style-type: none"><li>• Body ownership, personal boundaries, and respect for oneself.</li><li>• Exploring complex emotions, mental health, and identifying trusted adults to talk to when feeling unsafe.</li></ul>                                                                                                                                                                 |