



Subject	Previous learning	Learning objectives to be covered	Learning Outcomes	Key Vocabulary	An expected child can...
Geography	In Foundation the children explored different countries of the world through knowledge and understanding of the world and our language of the month work. They also began to explore and create simple maps. In Year 1 the children learned about the 5 oceans and 7 continents. They also sorted landmarks into human and physical features.	Name and locate the four countries and capital cities of the UK and it's surrounding areas. To study human and physical features of their environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds.	To know that they live in England and locate it on a map. To know the names of the countries that make up the UK. To know the city that they live in and the name of their local area. To locate Nottingham and England on a map. To identify different human and physical features. To name some human and physical features in the local area. To name different types of housing. To explain some differences between types of houses.	United Kingdom England Nottingham Gedling City Village Map Symbol House Detached Semi-detached Terraced Bungalow Flat Human Feature Physical Feature	Identify and describe features of their local area. Distinguish between physical and human features. Use simple maps and geographical vocabulary. Locate the four countries and capital cities of the United Kingdom. Carry out simple geographical fieldwork. Make observations about their environment. Communicate their findings using appropriate geographical language.
History	In Foundation the children have had opportunities to experience key events and remember past events in their lives. Pupils have had opportunities to share and talk about past events that have happened so far in their lives. Year 2 children have previously learned about significant events and people including The Great Fire of London, Neil Armstrong and Amelia Earhart. They have begun to plot events on a	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where events fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Learn about changes within living memory - where appropriate, these	To ask and answer simple questions about the past. To identify features of the local area such as schools, parks, shops, churches and important buildings and explain why they are significant. To recognise that the local area has changed over time and describe some of these changes.	Past Present Future Timeline Chronological Events Artefacts Reliable source Change Difference Similarity	Use words such as past, present, before, after, old and new correctly. Sequence simple events or photographs from oldest to newest. Understand that some buildings and places in the local area are older than others.



	timeline and consider how we know what happened in the past.	should be used to reveal aspects of change in national life. Understand some ways in which we find out about the past and identify different ways in which it is represented.	To recognise similarities and differences in the local area in the past and today. Use photographs, maps and artefacts to find out about local history. Place key local events, changes and buildings on a simple timeline. Present their findings through drawing, speaking, writing, artwork or digital presentations.		Identify important places and landmarks in the local area. Describe how the local area has changed over time (e.g. transport, housing, shops, school, parks). Compare an old photograph with a modern one and identify similarities and differences. Give simple reasons for changes, for example: "There are more houses because more people live here now." "Cars have replaced horse and carts."
Science	Seasonal Changes				
	In Foundation the children have been learning to talk confidently about why things happen using new vocabulary in Communication and Language. In Understanding of the World children have explored the natural world around them making observations. Children can understand the important processes and changes in the natural world around them including the seasons.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions.	To name all four seasons in the correct order. To describe the typical weather for each season. To identify changes in plants, trees and animals throughout the year. To explain how daylight varies between summer and winter. To compare one season with another using scientific vocabulary.	Autumn Spring Summer Winter Temperature Rain Clouds Sun Storm Thunder Lightning Sunny Hot Humid Thermometer	Name the four seasons. Describe the weather in Autumn. Ask questions about what I notice. Notice similarities and differences. Observe changes over time. Find things out using secondary sources of information. Describe changes including, weather, clothes and length of daylight.



		Gather and record data to help in answering questions.	To make careful observations and record them in different ways. To use their observations to answer simple scientific questions. To recognise simple patterns in seasonal weather and environmental changes.	Changing Longer nights Shorter days Harvest Pine cones Pumpkins Deciduous Evergreen Bare Colourful Leaves Buds	
Materials					
In foundation the children explored similarities and differences in materials and named everyday materials including wood, metal, plastic, rock and described their basic properties. In Year 1 the children learned about materials and their properties including exploring how materials can change shape and their different properties. They conducted scientific tests to see which materials were best for a specific purpose based on their properties.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, metal, plastic, glass, rock and water. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions.	To explain the difference between an object and the material it is made from (e.g. a spoon is an object; it is made from metal). To identify and name common materials including wood, metal, plastic, glass, rock and water. To describe materials using appropriate scientific vocabulary such as hard, soft, rough, smooth, shiny, dull, waterproof, transparent, opaque, flexible and rigid. To compare materials and sort them into groups based on their observable properties. To ask simple scientific questions about materials, such as "Which	object material wood metal plastic glass rock water property hard soft rough smooth shiny dull flexible rigid waterproof absorbent Transparent opaque compare classify observe	Accurately identify and name a range of everyday materials. Describe materials using appropriate scientific vocabulary. Compare and classify materials based on observable properties. Ask relevant scientific questions and participate in simple investigations. Make careful observations using simple equipment. Carry out simple tests safely and with support. Use observations to draw simple conclusions. Record findings in an appropriate way to answer a question.	



		Gather and record data to help in answering questions.	material is waterproof?" or "Which material is the strongest?" To make careful observations using simple equipment such as magnifying glasses. To take part in simple comparative tests, following instructions and making observations. To record findings using pictures, tally charts, sorting hoops, tables or simple charts to help answer questions. To use observations to explain or answer simple scientific questions.	test investigate record results evidence	
Design and Technology	In Foundation the children were able to select and use activities and resources, with help when needed. They had opportunity to choose the right resources to carry out their own plan, use one-handed tools and equipment, for example, making snips in paper with scissors, use a range of small tools, including scissors, paintbrushes and cutlery, safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function and share their creations, explaining the process they have used. Children in Year 2 have also created a variety of projects following the design, make,	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for	Explain the purpose of a moving picture. Create a labelled design showing how their mechanism will work. Choose appropriate colours, materials and images for their design. Use simple tools safely to cut, join and assemble materials. Construct a moving picture using a slider, lever or wheel mechanism. Join materials securely so the mechanism moves effectively.	mechanism movement slider lever wheel pivot pull push rotate slide design plan purpose audience idea label evaluate improve	Design a simple moving picture for a clear purpose. Select suitable materials and simple mechanisms. Use tools safely and with increasing accuracy. Construct a moving picture that moves as intended. Explain how their mechanism works. Evaluate their finished product and suggest improvements using appropriate vocabulary.



	evaluate cycle when they were in Year 1.	example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Follow their design while making, making simple changes where needed. Test whether their moving picture works successfully. Explain what worked well and what they would improve about their finished product. Explain whether the product meets its intended purpose. Identify and name simple mechanisms.		
RE	In what ways are synagogues and churches important to believers?				
	In Foundation children explored religion and faith relevant to them, bringing in photographs of any festivals which they celebrated and sharing them with their classmates. In Year 1, the Year 2 children learned about leaders, both religious and non-religious. They have explored belonging in the Christian and Jewish faith and have learned a variety of Christian and Jewish stories and discussed their meanings.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out about the meanings behind them. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Recognise that holy buildings house symbols and are a place of worship and are connected to beliefs about worshipping God. Talk about these connections. Ask questions about what happens and why in holy buildings. Express ideas of their own about why some people go to holy buildings.	Religion Christian Jewish synagogue church symbol ark Torah bimah church altar font Bible worship holiness sacred God	Recount a visit to the church using digital media to support them. Identify some symbols and artefacts that will be found in a church and a synagogue and explain their importance. Talk about what happens when Jews attend the synagogue and Christians attend a church to worship. Discuss and suggest their ideas about why some people go to holy places often whilst some people don't.



		Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.			Sort and order religious items and photographs to show their understanding of how some objects and rituals will belong to only one faith and some are relevant for multiple faiths. Discuss ways people can be spiritual but not go to a holy building such as spending time with nature, feeling a spiritual presence.
Stories of Jesus and what can we learn from them?					
In Foundation children explored religion and faith relevant to them, bringing in photographs of any festivals which they celebrated and sharing them with their classmates. In Year 1, the Year 2 children learned about leaders, both religious and non-religious. They have explored belonging in the Christian and Jewish faith and have learned a variety of Christian and Jewish stories and discussed their meanings.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Recall and name key figures and ideas in two or more stories of Jesus they have learned. Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own. Find out more about Jesus, inferring a simple idea or belief about what made him special from a story.	Jesus Christian disciple neighbour shepherd traveller Samaritan parable Bible teaching message kindness love compassion respect honesty generosity forgiveness	Retell stories Jesus told with drama, art or in written form. Know that the stories Jesus told come from Christianity. Be able to talk about the meanings behind the stories. Discuss who Jesus was and why he matters so much to Christian people. Ask and answer 'who' 'what' 'where' 'why' 'how' questions about religious stories. Talk about the values that are shown in the stories-	



				thankfulness	thankfulness, honesty, kindness etc. Answer philosophical 'big' questions about the stories, considering why certain events happened and if the characters behaviour and actions were right.
RHSE	In Foundation children acquired a knowledge of basic body parts. Identifying similarities and differences between themselves and peers. Year 2 children have learned about race, melanin and different skin tones in Diversity lessons in Year 1. They explored how it makes people feel if they are treated unfairly because of the way they look, what they believe, their gender or where they come from.	Recognise that everyone is unique and has qualities that make them special. Identify similarities and differences between themselves and others. Name the main parts of the body, including external body parts and the correct names for private body parts. Understand that bodies change and grow throughout life. Recognise that people have different families, cultures, beliefs, abilities and interests. Show respect for similarities and differences between people. Understand the importance of personal space and privacy. Recognise when they feel comfortable or uncomfortable and know who to ask for help.	Name the main body parts, including private body parts using correct vocabulary. Explain that everyone is unique and deserves respect. Identify similarities and differences between themselves and others. Describe how people grow and change over time. Show respect for different people, families and cultures. Explain that their body belongs to them and identify trusted adults who can help keep them safe. Use appropriate vocabulary to talk about feelings, bodies and relationships	body head arms legs hands feet face grow change private parts penis vulva bottom chest same different unique individual appearance qualities privacy personal space safe unsafe comfortable uncomfortable trusted adult	Explain that everyone is unique. Identify similarities and differences between people. Name the main body parts, including private body parts correctly. Explain that their body belongs to them. Describe ways to keep themselves healthy and safe. Show respect and kindness towards others. Identify trusted adults who can help if they are worried or feel unsafe.



Music	Children have been attending weekly singing assemblies since starting school in F2. In foundation, children had music offered through their continuous provision and whole class singing allowing them to explore the varied sounds their voices and tuned and untuned percussion instruments can make. In Year 1 children explored different genres and instruments. They learned technical vocabulary of pulse, pitch, dynamics and explored them using their voices and tuned and untuned instruments.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To listen with concentration and understanding to a range of high-quality live and recorded music.	To identify a variety of instruments by their name and sound. To describe music using adjectives. To enjoy singing with others. To sing in unison with a small range of notes. To show good posture. To develop good breath control. To sing with a steady pulse. Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures. Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 3 instruments by name and sound.	music voice sing pulse (beat) rhythm tempo dynamics loud soft fast slow pitch unison instrument perform audience listen posture breath expressive	Sing accurately within a small pitch range. Maintain a steady pulse most of the time. Respond appropriately to changes in tempo and dynamics. Use simple musical vocabulary when discussing music. Correctly identify at least three instruments by sight and sound. Participate positively and confidently in group singing and listening activities.
Art	In Foundation the children begun to develop their artistic skills though play in their continuous provision. They explore different materials, tools and techniques such as painting, pastels, clay and box modelling. The children were	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To explore different types of lines and marks. To investigate how changing the thickness of a line changes an image.	Line Thick Thin Bold Fine Tone Light	Draw using a range of lines with increasing control. Show awareness of thick and thin lines.



	encouraged to talk about their creations, explaining what they have made and how they created it. In Year 1 the children built on these skills and explored sketching, painting, sculpture and collage. They learned about the work of famous artists Paul Klee, Lowry and Hunterwasser and made work in the style of the artist being studied.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn 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.	To explore tone through drawing. To experiment with different mark-making techniques. To learn about the artist Henri Matisse. To create artwork inspired by Matisse. To talk about my own artwork. To identify and name the primary colours. To explore how colours can be mixed to create new colours. To investigate different hues and shades of colour. To experiment with a range of artistic media and materials. To explore how different materials create different textures. To select appropriate colours and materials to express ideas.	Dark Shade Texture Pattern Shape Outline Curved Straight Zigzag Horizontal Vertical Diagonal Colour Primary colours Secondary colours Mix Hue Shade Tint Bright Dark Light Warm colours Cool colours	Create simple tonal effects through pressure or shading. Use a variety of marks to represent texture. Produce an artwork inspired by Henri Matisse using colour and shape. Discuss their artwork using appropriate artistic vocabulary. Name all three primary colours. Mix secondary colours accurately from primary colours. Create lighter and darker hues using simple colour mixing. Explore a variety of art media with confidence. Create artwork showing a range of textures. Choose colours and materials for a purpose. Describe their artwork using appropriate art vocabulary. Explain what they have learned about colour and texture.
PE	Attack, defend, shoot unit 1 Send and return unit 1 Gymnastics unit 1 Dance unit 1 See PE Hub planning documents for details.				



Computing	2BSafe Introduction to Purple Mash The Internet See Purple Mash planning documents for details.
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