



The Great Fire of London				
Value		Aspire		
No Outsiders		The Great Big Book of Families – To understand what diversity is		
Educational Visits and Enrichment Experiences		Buddhist Centre		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional)</li> <li>consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about</li> <li>make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> re-reading to check that their writing makes sense</li> <li>learn how to use: <input type="checkbox"/> sentences with different forms: statement and some features of written Standard English</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<ul style="list-style-type: none"> <li>To know I need to use capital letters to begin a sentence.</li> <li>To know I need a full stop at the end of statements.</li> <li>To know I need to use capital letters for names.</li> <li>To know what a noun is.</li> <li>To know what a verb is.</li> </ul>	<ul style="list-style-type: none"> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> <li>To use nouns in my writing.</li> </ul>
	2	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional)</li> <li>consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about</li> <li>make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> re-reading to check that their writing makes sense</li> <li>learn how to use: <input type="checkbox"/> sentences with different forms: statement and some features of written Standard English <input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<ul style="list-style-type: none"> <li>To know I need to use capital letters to begin a sentence.</li> <li>To know I need a full stop at the end of statements.</li> <li>To know what an adjective is.</li> <li>To know what a noun is.</li> <li>To know what a verb is.</li> <li>To know how to use adjectives and nouns to create expanded noun phrases.</li> <li>To know what an expanded noun phrase is.</li> </ul>	<ul style="list-style-type: none"> <li>To use adjectives, verbs and nouns in my writing.</li> <li>To use expanded noun phrases in my writing.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> </ul>
	3	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional)</li> <li>consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about</li> <li>make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> re-reading to check that their writing makes sense</li> <li>learn how to use: <input type="checkbox"/> sentences with different forms: statement, question and some features of written Standard English <input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<ul style="list-style-type: none"> <li>To know I need to use capital letters to begin a sentence.</li> <li>To know I need a full stop at the end of statements.</li> <li>To know what an adjective is.</li> <li>To know what a noun is.</li> <li>To know what a verb is.</li> <li>To know how to use adjectives and nouns to create expanded noun phrases.</li> <li>To know what an expanded noun phrase is.</li> <li>To know how to use expanded noun phrases effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To use adjectives, verbs and nouns in my writing.</li> <li>To use expanded noun phrases in my writing.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> </ul>

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	4	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional)</li> <li>consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for <input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>learn how to use: <input type="checkbox"/> sentences with different forms: statement and some features of written Standard English</li> <li><input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly] <input type="checkbox"/> the present and past tenses correctly and consistently including the progressive form</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<ul style="list-style-type: none"> <li>To know I need to use capital letters to begin a sentence.</li> <li>To know I need a full stop at the end of statements.</li> <li>To know what past tense is.</li> <li>To know how to use expanded noun phrases effectively.</li> <li>To know what a question is.</li> <li>To know I need to use a ? at the end of the question.</li> <li>To know what a coordinating conjunction is.</li> </ul>	<ul style="list-style-type: none"> <li>To use adjectives, verbs and nouns in my writing.</li> <li>To write in the past tense.</li> <li>To check I have used verbs to indicate time correctly.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> <li>To make changes to my work if needed.</li> </ul>
	5	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing about real events</li> <li>consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for <input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>learn how to use: <input type="checkbox"/> sentences with different forms: statement and some features of written Standard English</li> <li><input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly] <input type="checkbox"/> the present and past tenses correctly and consistently including the progressive form</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<ul style="list-style-type: none"> <li>To know I need to use capital letters to begin a sentence.</li> <li>To know I need a full stop at the end of statements.</li> <li>To know what past tense is.</li> <li>To know how to use expanded noun phrases effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To use adjectives, verbs and nouns in my writing.</li> <li>To write in the past tense.</li> <li>To check I have used verbs to indicate time correctly.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> <li>To make changes to my work if needed.</li> </ul>
	6	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing about real events</li> <li>consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for</li> </ul>	<ul style="list-style-type: none"> <li>To know there are different types of sentences.</li> <li>To know what a statement is.</li> <li>To know what an exclamation mark and sentence is.</li> <li>To know I need to use a ? at the end of the question.</li> <li>To know how to use expanded noun phrases effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To use the 4 types of sentences effectively.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> <li>To read aloud</li> </ul>

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		<ul style="list-style-type: none"> <li>□ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>learn how to use: □ sentences with different forms: statement, question and some features of written Standard English</li> <li>□ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>□ the present and past tenses correctly and consistently including the progressive form</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>		<ul style="list-style-type: none"> <li>what I have written with appropriate intonation to make the meaning clear.</li> <li>To make changes to my work if needed.</li> </ul>
7	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: □ writing about real events</li> <li>consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about</li> <li>□ encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for</li> <li>□ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>learn how to use: □ sentences with different forms: statement, question and some features of written Standard English</li> <li>□ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>□ the present and past tenses correctly and consistently including the progressive form</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<ul style="list-style-type: none"> <li>To know there are different types of sentences.</li> <li>To know what a statement is.</li> <li>To know how to use expanded noun phrases effectively.</li> <li>To know how to use adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>To use the 4 types of sentences effectively.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> <li>To read aloud what I have written with appropriate intonation to make the meaning clear.</li> <li>To make changes to my work if needed.</li> </ul>	
8	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: □ writing poetry</li> <li>consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about</li> <li>□ encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for</li> <li>□ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>learn how to use: □ sentences with different forms: statement, question and some features of written Standard English</li> <li>□ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>□ the present and past tenses correctly and consistently including the progressive form</li> <li>use and understand the grammatical terminology when discussing their writing</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<ul style="list-style-type: none"> <li>To know there are different types of sentences.</li> <li>To know what a statement is.</li> <li>To know how to use expanded noun phrases effectively.</li> <li>To know how to use adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>To use the 4 types of sentences effectively.</li> <li>To say out loud what I am going to write about before I write it.</li> <li>To re-read my work to check that my writing makes sense.</li> <li>To read aloud what I have written with appropriate intonation to make the meaning clear.</li> <li>To make changes to my work if needed.</li> </ul>	

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		<ul style="list-style-type: none"> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>		
SPaG	1	<ul style="list-style-type: none"> <li>spell by: <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <input type="checkbox"/> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> learning to spell common exception words</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	Review of Year 1 Rising star Spelling rules	
Guided Reading	Weekly	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading.</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>1a draw on knowledge of vocabulary to understand texts</li> <li>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> <li>1c identify and explain the sequence of events in texts</li> <li>1d make inferences from the text</li> <li>1e predict what might happen on the basis of what has been read so far</li> </ul> <p>See additional planning.</p>	
Maths	1	<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <input type="checkbox"/> recognise the place value of each digit in a two-digit number (tens, ones) <input type="checkbox"/> identify, represent and estimate numbers using different representations, including the number line <input type="checkbox"/> read and write numbers to at least 100 in numerals and in words</li> </ul>	<ul style="list-style-type: none"> <li>To know how to read and write numbers from 0 to at least 100.</li> <li>To recognise the value of each digit in a two-digit number (tens and ones).</li> <li>To know how to count in steps of 2, 3 and 5 from 0.</li> </ul>	<ul style="list-style-type: none"> <li>To identify, represent and estimate numbers using different representations including the number line.</li> <li>To use number facts and place value knowledge to solve problems.</li> </ul>
	2	<ul style="list-style-type: none"> <li><input type="checkbox"/> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <input type="checkbox"/> recognise the place value of each digit in a two-digit number (tens, ones) <input type="checkbox"/> identify, represent and estimate numbers using different representations, including the number line <input type="checkbox"/> compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs <input type="checkbox"/> read and write numbers to at least 100 in numerals and in words <input type="checkbox"/> use place value and number facts to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to read and write numbers from 0 to at least 100.</li> <li>To recognise the value of each digit in a two-digit number (tens and ones).</li> <li>To know how to count in steps of 2, 3 and 5 from 0.</li> <li>To know how to use &lt; &gt; and = to compare numbers from 0 to at least 100.</li> <li>To know how to count in steps of 10 from any given number, forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>To identify, represent and estimate numbers using different representations including the number line.</li> <li>To use number facts and place value knowledge to solve problems.</li> </ul>
	3	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <input type="checkbox"/> applying their increasing knowledge of mental and</li> </ul>	<ul style="list-style-type: none"> <li>To recall addition and subtraction facts to 10 and then 20.</li> <li>To know related facts to 100.</li> </ul>	<ul style="list-style-type: none"> <li>To use knowledge of addition and subtraction facts to 10 and then 20.</li> <li>To derive related</li> </ul>

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		written methods <input type="checkbox"/> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		<ul style="list-style-type: none"> <li>facts to 100.</li> <li>To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems</li> </ul>
	4	<ul style="list-style-type: none"> <li><input type="checkbox"/> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <input type="checkbox"/> a two-digit number and ones <input type="checkbox"/> a two-digit number and tens <input type="checkbox"/> two two-digit numbers</li> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	<ul style="list-style-type: none"> <li>To know how to add and subtract a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>To know how to count in steps of 2, 3 and 5 from 0.</li> <li>To know how to count in steps of 10 from any given number, forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems.</li> </ul>
	5	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <input type="checkbox"/> applying their increasing knowledge of mental and written methods <input type="checkbox"/> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>	<ul style="list-style-type: none"> <li>To recall addition and subtraction facts to 10 and then 20.</li> <li>To know related facts to 100.</li> </ul>	<ul style="list-style-type: none"> <li>To use knowledge of addition and subtraction facts to 10 and then 20.</li> <li>To derive related facts to 100.</li> <li>To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems</li> </ul>
	6	<ul style="list-style-type: none"> <li><input type="checkbox"/> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <input type="checkbox"/> a two-digit number and ones <input type="checkbox"/> a two-digit number and tens <input type="checkbox"/> two two-digit numbers</li> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	<ul style="list-style-type: none"> <li>To know how to add and subtract a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>To know how to count in steps of 2, 3 and 5 from 0.</li> </ul> <p>To know how to count in steps of 10 from any given number, forwards and backwards.</p>	<ul style="list-style-type: none"> <li>To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems.</li> </ul>
	7	<ul style="list-style-type: none"> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <input type="checkbox"/> a two-digit number and ones <input type="checkbox"/> a two-digit number and tens <input type="checkbox"/> two two-digit numbers</li> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	<ul style="list-style-type: none"> <li>To know how to add and subtract a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>To know how to count in steps of 2, 3 and 5 from 0.</li> <li>To know how to count in steps of 10 from any given number, forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems.</li> </ul>
	8	<ul style="list-style-type: none"> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including <input type="checkbox"/> two two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>To know how to add and subtract a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems.</li> </ul>
Science	1	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how seeds and bulbs grow into mature plants.</li> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>To identifying and classifying plants.</li> </ul>
	2	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how seeds and bulbs grow into mature plants.</li> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Plan for Focused Assessment in Science - Observing seeds and plants</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> <li>Conduct a simple test</li> </ul>
	3	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> find out and describe how plants need</li> </ul>	<ul style="list-style-type: none"> <li>To describe how plants need water, light and a suitable temperature to grow and stay</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple</li> </ul>

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		water, light and a suitable temperature to grow and stay healthy	<ul style="list-style-type: none"> <li>healthy.</li> <li>Plan for Focused Assessment in Science - Plant growth comic strip</li> </ul>	<ul style="list-style-type: none"> <li>equipment</li> </ul>
	4	<ul style="list-style-type: none"> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Plan for Focused Assessment in Science - Comparing plant growth in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> <li>Conduct a simple test</li> </ul>
	5	<ul style="list-style-type: none"> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Plan for Focused Assessment in Science - Comparing plant growth in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> <li>Conduct a simple test</li> </ul>
	6	<ul style="list-style-type: none"> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how seeds and bulbs grow into mature plants.</li> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>To identifying and classifying plants.</li> </ul>
	7	<ul style="list-style-type: none"> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Plan for Focused Assessment in Science - Comparing plant growth in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> <li>Conduct a simple test</li> </ul>
	8	<ul style="list-style-type: none"> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>To describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Plan for Focused Assessment in Science - Comparing plant growth in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> <li>Conduct a simple test</li> </ul>
RE	1	Follow Cheshire RE Scheme	To understand the story of Buddha.	<ul style="list-style-type: none"> <li>I can retell and suggest meanings to some religious and moral stories</li> </ul>
	2		To know the four special things Buddha teaches others and to discuss what four special things I would like to teach others.	<ul style="list-style-type: none"> <li>I can talk about a practice from a religion</li> <li>I can recognise some religious symbols and words.</li> </ul>
	3		To know what the Eightfold Path is and why Buddhists follow it.	<ul style="list-style-type: none"> <li>I can talk about a practice from a religion</li> </ul>
	4		To know where Buddhists can pray and describe important items in a temple.	<ul style="list-style-type: none"> <li>I can recognise some religious symbols and words.</li> </ul>
	5		To how Buddhists show respect in a temple.	<ul style="list-style-type: none"> <li>I can talk about a practice from a religion.</li> <li>I can recognise some religious symbols and words.</li> </ul>
	6		To understand a Buddhist festival.  <b>Wesak</b>	<ul style="list-style-type: none"> <li>I can talk about a practice from a religion</li> </ul>
	7		To discuss what we have learnt about Buddhism	<ul style="list-style-type: none"> <li>I can talk about my own</li> </ul>
	8			

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			and compare it to our beliefs / values.	<ul style="list-style-type: none"> <li>experiences</li> <li>I can say ideas which are important to me</li> <li>I can ask 'who', 'what' and 'when' questions when exploring a religion.</li> </ul>
PE	1	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	- Pupils will begin to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.	<ul style="list-style-type: none"> <li>Pupils will begin developing linking on apparatus</li> <li>Pupils will begin to create jump, roll, balance sequences/on apparatus</li> </ul>
	2	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	- Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.	<ul style="list-style-type: none"> <li>Pupils will begin developing linking on apparatus</li> <li>Pupils will begin to create jump, roll, balance sequences/on apparatus</li> </ul>
	3	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop linking on apparatus</li> <li>Pupils will create jump, roll, balance sequences/on apparatus.</li> <li>Pupils will begin creation of sequences and completion of sequences and performance</li> </ul>
	4	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will explore/ develop zig-zag pathways/on apparatus</li> </ul>
	5	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will explore/ develop curved pathways/ on apparatus</li> </ul>
	6	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop the creation of pathway sequences</li> <li>Completion of pathways sequences and performance</li> </ul>
	7	□ master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> <li>Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop linking on apparatus -</li> <li>Pupils will jump, roll, balance sequences/on apparatus</li> <li>Pupils will Create complete sequences and perform</li> <li>Pupils will develop zig-zag</li> </ul>



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				pathways/on apparatus - Pupils will develop curved pathways
	8 OAA	To be able to engage in competitive (both against self and against others) and co-operative physical activities	<ul style="list-style-type: none"> <li>Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.</li> <li>Key Success Criteria Pupils will demonstrate a strong understanding of what makes an effective team.</li> <li>Pupils will create and apply simple tactics. Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.</li> <li>Pupils will develop life skills such as courage and self belief as they strive to complete the different challenges, adapting strategies and never giving up.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing teamwork</li> <li>Develop teamwork Building trust and developing communication</li> <li>Cooperation and communication</li> <li>Explore simple strategies Problem solving: Consolidate teamwork</li> </ul>
Geography and History	1	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>To know why London is significant to England</li> </ul>	<ul style="list-style-type: none"> <li>To locate London on a map</li> </ul>
	2	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>To know about an event beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions about an event beyond living memory</li> <li>Ask questions that link to topics studied</li> </ul>
	3	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>To know when the Great Fire of London began</li> <li>To know where the Great Fire of London began</li> <li>To know why the fire began</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people did things or why events happened and what happened as a result</li> </ul>
	4	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>To know the main events of the fire</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts and photographs from different periods of time</li> <li>Explain why people did things or why events happened and what happened as a result</li> </ul>
	5	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>Educational Visit to Weaver Hall</li> </ul>		<ul style="list-style-type: none"> <li>Explain why people did things or why events happened and what happened as a result</li> <li>Observe and handle artefacts and resources to answer questions about the past</li> <li>Ask questions that link to topics studied</li> </ul>
	6	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>To know why the fire lasted so long</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people did things or why events happened and what happened as a result</li> </ul>
	7	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great</li> </ul>	<ul style="list-style-type: none"> <li>To know why the fire lasted so long</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people did things</li> </ul>



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		Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		or why events happened and what happened as a result
	8	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the fire was finally stopped</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people did things or why events happened and what happened as a result</li> </ul>
Art and Design (1 full afternoon fortnightly)	2	<ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> 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 explain who Andy Goldsworthy is.</li> <li>To explain why Andy Goldsworthy is significant.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic use of a sketchbook and work out ideas for drawings (artist study board)</li> </ul>
	4	<ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> 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 name some materials that can be used to create 3D form artwork.</li> <li>To explain how an artist uses materials to create 3D form artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Plan artwork using sketchbook to explore ideas.</li> <li>Use likes and dislikes to plan own artwork.</li> </ul>
	6	<ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> 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 how to manipulate materials to create a desired outcome.</li> <li>To know the names of basic tools I can use when creating my 3D form artwork. Would benefit from reviewing.</li> <li>To name manmade and natural materials that I use in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, e.g. thumb pots,</li> <li>simple coil pots and models.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>
	8	<ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> 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 explain how their artwork is like that of a known artist.</li> </ul>	<ul style="list-style-type: none"> <li>To compare similarities and differences between different artists</li> </ul>
		<ul style="list-style-type: none"> <li>Design <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Technical knowledge <input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable <input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li><input type="checkbox"/> use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>	<ul style="list-style-type: none"> <li>To know what purpose means</li> <li>To know how to identify the purpose of my product</li> <li>To explain what materials will be most efficient for what I am going to make</li> <li>To know the correct vocabulary for the tools and materials I am going to use to make my product</li> <li>To know what a design criteria is</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what</li> </ul>
Design Technology (2 days) <b>Tudor Houses</b>	Day 1			

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		<ul style="list-style-type: none"> <li>□ understand where food comes from.</li> </ul>		<ul style="list-style-type: none"> <li>they intend to design and make</li> <li>Identify simple design criteria</li> <li>Use simple drawings and label parts</li> <li>Talk about their ideas, saying what they like and dislike about them</li> <li>Evaluate existing products</li> </ul>
	Day 2	<ul style="list-style-type: none"> <li>Make □ select from and use a range of tools and equipment to perform practical tasks [for 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</li> <li>Evaluate □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria</li> <li>Technical knowledge □ build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>□ use the basic principles of a healthy and varied diet to prepare dishes</li> <li>□ understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>To know simple food safety procedures</li> <li>To know all food comes from plants or animals</li> <li>To know that food must be farmed, grown elsewhere (e.g. home) or caught.</li> <li>To name and sort foods into groups they are going to use.</li> <li>To explain how to prepare simple the dishes they have planned safely and hygienically.</li> <li>To know how to use techniques such as cutting, peeling and grating.</li> <li>To know how to test and evaluate a range of resources and make possible changes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their design ideas through discussion, observation, drawing and modelling.</li> <li>Evaluate against their design criteria.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>
PSHE	1	Follow I Decision	<ul style="list-style-type: none"> <li>Assessment session - What does a healthy person look like? What do we do as a class to keep healthy?</li> </ul>	<ul style="list-style-type: none"> <li>To explore healthy and unhealthy choices</li> </ul>
	2		<ul style="list-style-type: none"> <li>Understand how and why to brush your teeth</li> </ul>	<ul style="list-style-type: none"> <li>To explore healthy and unhealthy choices</li> </ul>
	3		<ul style="list-style-type: none"> <li>Know the differences between healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>To explore healthy and unhealthy choices</li> </ul>
	4		<ul style="list-style-type: none"> <li>Name food that help us stay healthy and grow</li> </ul>	<ul style="list-style-type: none"> <li>To explore healthy and unhealthy choices</li> </ul>
	5		<ul style="list-style-type: none"> <li>Suggest healthy and unhealthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>To explore healthy and unhealthy choices</li> </ul>
	6		<ul style="list-style-type: none"> <li>Link to computing sessions</li> <li>Understand how your online actions can affect others</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	7		<ul style="list-style-type: none"> <li>Link to computing sessions</li> <li>Know the risks of sharing images without permission</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	8		<ul style="list-style-type: none"> <li>Link to computing sessions</li> <li>Understand the difference between safe and risky choices online</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
Music	1	<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</li> </ul>		

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		to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.		
	2	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
	3	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
	4	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
	5	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
	6	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
	7	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li><input type="checkbox"/> play tuned and untuned instruments musically</li> <li><input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</li> <li><input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
Computing	1	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment session – What do we already know about staying safe online?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> </ul>
	2	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how to stay safe online.</li> <li>To know what 'personal details' are.</li> <li>To know what devices use the internet at home.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	3	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information</li> </ul>	<ul style="list-style-type: none"> <li>To explain how to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate</li> </ul>

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		<ul style="list-style-type: none"> <li>technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To know what 'personal details' are.</li> <li>To know what devices use the internet at home.</li> </ul>	<p>ways to stay safe online</p> <ul style="list-style-type: none"> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	4	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that information put online leaves a digital footprint or trail.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	5	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the steps that can be taken to keep personal data and hardware secure.</li> <li>To explain how to stay safe online.</li> <li>To know what 'personal details' are.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	6	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how we talk to others when they aren't there in front of us.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	7	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to share work electronically using the display boards.</li> <li>To have some knowledge and understanding about sharing more globally on the Internet.</li> <li>To understand that information put online leaves a digital footprint or trail.</li> </ul>	<ul style="list-style-type: none"> <li>Share content digitally.</li> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>
	8	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise common uses of information technology beyond school</li> <li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to share work electronically using the display boards.</li> <li>To have some knowledge and understanding about sharing more globally on the Internet.</li> <li>To understand that information put online leaves a digital footprint or trail.</li> </ul>	<ul style="list-style-type: none"> <li>Share content digitally.</li> <li>Demonstrate ways to stay safe online</li> <li>Identify ways to report inappropriate behaviours and content to a trusted adult.</li> </ul>



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