



## YEAR 2 Curriculum Skills and Theme Map

|                | AUTUMN  |   | SPRING  |   | SUMMER  |   |
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| <b>English</b> | <p><b>Spoken Language</b><br/>Listen to, discuss and express views about a wide range of poetry and stories.<br/>Discuss the sequence of events in books and how items of information are related.<br/>Continue to build up a repertoire of poems learnt by heart, reciting some clearly.<br/>Discuss favourite words and phrases.<br/>Answer and ask questions.<br/>Participate in discussions about books and poems and taking turns to listen to what others say.<br/>Explain and discuss an understanding of books, poems and other material.<br/>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p> | <p><b>Spoken Language</b><br/>Listen to, discuss and express views about a wide range of poetry and stories.<br/>Discuss the sequence of events in books and how items of information are related.<br/>Continue to build up a repertoire of poems learnt by heart, reciting some clearly.<br/>Discuss favourite words and phrases.<br/>Answer and ask questions.<br/>Participate in discussions about books and poems and taking turns to listen to what others say.<br/>Explain and discuss an understanding of books, poems and other material.<br/>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p> | <p><b>Spoken Language</b><br/>Listen to, discuss and express views about a wide range of stories and non-fiction.<br/>Discuss the sequence of events in books and how items of information are related.<br/>Discuss favourite words and phrases.<br/>Answer and ask questions.<br/>Participate in discussions about books and poems and taking turns to listen to what others say.<br/>Explain and discuss an understanding of books, poems and other material.<br/>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p> | <p><b>Spoken Language</b><br/>Listen to, discuss and express views about a wide range of stories and non-fiction.<br/>Discuss the sequence of events in books and how items of information are related.<br/>Discuss favourite words and phrases.<br/>Answer and ask questions.<br/>Participate in discussions about books and poems and taking turns to listen to what others say.<br/>Explain and discuss an understanding of books, poems and other material.<br/>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p> | <p><b>Spoken Language</b><br/>Listen to, discuss and express views about a wide range of poetry and stories.<br/>Discuss the sequence of events in books and how items of information are related.<br/>Continue to build up a repertoire of poems learnt by heart, reciting some clearly.<br/>Discuss favourite words and phrases.<br/>Answer and ask questions.<br/>Participate in discussions about books and poems and taking turns to listen to what others say.<br/>Explain and discuss an understanding of books, poems and other material.<br/>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p> | <p><b>Spoken Language</b><br/>Listen to, discuss and express views about a wide range of poetry and stories.<br/>Discuss the sequence of events in books and how items of information are related.<br/>Continue to build up a repertoire of poems learnt by heart, reciting some clearly.<br/>Discuss favourite words and phrases.<br/>Answer and ask questions.<br/>Participate in discussions about books and poems and taking turns to listen to what others say.<br/>Explain and discuss an understanding of books, poems and other material.<br/>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p> |



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|  | <p><b>Word Reading</b><br/>Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent.<br/>Read words accurately that contain the graphemes taught so far, recognising alternative sounds.<br/>Read words that contain common suffixes.</p> | <p><b>Word Reading</b><br/>Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent.<br/>Read words accurately that contain the graphemes taught so far, recognising alternative sounds.<br/>Read words that contain common suffixes.</p> | <p><b>Word Reading</b><br/>Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent.<br/>Read words accurately that contain the graphemes taught so far, recognising alternative sounds.<br/>Read accurately words of two or more syllables that contain graphemes taught so far.<br/>Read words that contain common suffixes.</p> | <p><b>Word Reading</b><br/>Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent.<br/>Read words accurately that contain the graphemes taught so far, recognising alternative sounds.<br/>Read accurately words of two or more syllables that contain graphemes taught so far.<br/>Read words that contain common suffixes.<br/>Read common exception words, noting unusual correspondences.<br/>Read most words quickly and accurately.<br/>Re-read books to build up fluency and confidence in word reading.</p> | <p><b>Word Reading</b><br/>Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent.<br/>Read words accurately that contain the graphemes taught so far, recognising alternative sounds.<br/>Read accurately words of two or more syllables that contain graphemes taught so far.<br/>Read common exception words, noting unusual correspondences.<br/>Read most words quickly and accurately.<br/>Re-read books to build up fluency and confidence in word reading.</p> | <p><b>Word Reading</b><br/>Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent.<br/>Read words accurately that contain the graphemes taught so far, recognising alternative sounds.<br/>Read accurately words of two or more syllables that contain graphemes taught so far.<br/>Read common exception words, noting unusual correspondences.<br/>Read most words quickly and accurately.<br/>Re-read books to build up fluency and confidence in word reading.</p> |
|  | <p><b>Comprehension</b><br/>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of poetry,</li> </ul>                                    | <p><b>Comprehension</b><br/>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of poetry,</li> </ul>                                    | <p><b>Comprehension</b><br/>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Discussing the sequence of events and how items of information are</li> </ul>  | <p><b>Comprehension</b><br/>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Discussing the sequence of events and how items of information</li> </ul>   | <p><b>Comprehension</b><br/>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Becoming familiar with and retelling a wider range of stories, fairy</li> </ul>  | <p><b>Comprehension</b><br/>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Becoming familiar with and retelling a wider range of stories, fairy</li> </ul>  |



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|  | <p>stories and non-fiction.</p> <ul style="list-style-type: none"> <li>• Discussing and clarifying meanings of words.</li> <li>• Discussing favourite words and phrases.</li> </ul> <p>Understand books by:</p> <ul style="list-style-type: none"> <li>• Drawing on what they already know and background information provided by the teacher.</li> <li>• Answering and asking questions.</li> <li>• Taking turns and listening to what others say.</li> </ul> <p><b>Texts</b><br/> <i>The Gruffalo.</i><br/> <i>The Gruffalo's Child.</i><br/>           Julia Donaldson Books</p> <p><b>Writing</b><br/>           Paragraphing.<br/>           Letter<br/>           Describing a character (adjectives).<br/>           Persuasive writing- my</p> | <p>stories and non-fiction.</p> <ul style="list-style-type: none"> <li>• Discussing and clarifying meanings of words.</li> <li>• Discussing favourite words and phrases.</li> </ul> <p>Understand books by:</p> <ul style="list-style-type: none"> <li>• Drawing on what they already know and background information provided by the teacher.</li> <li>• Answering and asking questions.</li> <li>• Taking turns and listening to what others say.</li> </ul> <p><b>Texts</b><br/> <i>The Gruffalo.</i><br/> <i>The Gruffalo's Child.</i><br/>           Julia Donaldson Books</p> <p><b>Writing</b><br/>           Recount of holiday/ trip.<br/>           Writing facts.<br/>           Recipe for a good friend.<br/>           Explanatory text.<br/>           Presentations.</p> | <p>related.</p> <p>Understand books by:</p> <ul style="list-style-type: none"> <li>• Check that the text makes sense and corrects inaccurate reading.</li> </ul> <p><b>Texts</b><br/> <i>Charlie and the Chocolate Factory -</i><br/>           Roald Dahl.</p> <p><b>Writing</b><br/>           Recount of holiday (adverbs).<br/>           Information writing.<br/>           Character description<br/>           Writing in role.</p> | <p>are related.</p> <p>Understand books by:</p> <ul style="list-style-type: none"> <li>• Check that the text makes sense and corrects inaccurate reading.</li> </ul> <p><b>Texts</b><br/> <i>Charlie and the Chocolate Factory -</i><br/>           Roald Dahl.</p> <p><b>Writing</b><br/>           Story writing.<br/>           Recount of holiday.<br/>           Character description.<br/>           Retell of a story.</p> | <p>stories and traditional tales.</p> <ul style="list-style-type: none"> <li>• By recognising simple recurring literary language.</li> <li>• Build up a repertoire of poems learnt by heart clearly.</li> </ul> <p>Understand books by:</p> <ul style="list-style-type: none"> <li>• Making inferences on what is being said and done.</li> <li>• Predicting what might happen on the basis of what has happened so far.</li> </ul> <p><b>Texts</b><br/> <i>The children's Captain Cook.</i><br/>           Information texts on <i>Captain Cook.</i><br/> <i>Monty - The Ships Rat.</i></p> <p><b>Writing</b><br/>           Own character description.<br/>           Recount of trip.</p> | <p>stories and traditional tales.</p> <ul style="list-style-type: none"> <li>• By recognising simple recurring literary language.</li> <li>• Build up a repertoire of poems learnt by heart clearly.</li> </ul> <p>Understand books by:</p> <ul style="list-style-type: none"> <li>• Making inferences on what is being said and done.</li> <li>• Predicting what might happen on the basis of what has happened so far.</li> </ul> <p><b>Texts</b><br/> <i>The children's Captain Cook.</i><br/>           Information texts on <i>Captain Cook.</i><br/> <i>Monty - The Ships Rat.</i></p> <p><b>Writing</b><br/>           Persuasive writing.<br/>           Explanation.<br/>           Instructions.</p> |
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|  | <p>sweet.<br/>Describing a scene (similies).<br/>Acrostic poem.<br/><b>Transcription Spelling</b><br/>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.<br/>Learning new ways of spelling phonemes including a few common homophones.<br/>Learning to spell common exception words.<br/>Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.<br/>Apply spelling rules (appendix 1)</p> <p><b>Handwriting</b><br/>Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p> | <p>Letter.</p> <p><b>Transcription Spelling</b><br/>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.<br/>Learning new ways of spelling phonemes including a few common homophones.<br/>Learning to spell common exception words.<br/>Learning to spell more words with contracted forms.<br/>Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.</p> <p><b>Handwriting</b><br/>Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p> | <p>Diary entry.<br/>Recount of trip.</p> <p><b>Transcription Spelling</b><br/>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.<br/>Learning new ways of spelling phonemes including a few common homophones.<br/>Learning to spell common exception words.<br/>Learning to spell more words with contracted forms.<br/>Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.</p> <p><b>Handwriting</b><br/>Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p> | <p><b>Transcription Spelling</b><br/>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.<br/>Learning new ways of spelling phonemes including a few common homophones.<br/>Learning to spell common exception words.<br/>Learning to spell more words with contracted forms.<br/>Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.</p> <p><b>Handwriting</b><br/>Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters</p> | <p><b>Transcription Spelling</b><br/>Learning new ways of spelling phonemes including a few common homophones.<br/>Learning to spell common exception words.<br/>Learning to spell more words with contracted forms.<br/>Learning the possessive apostrophe.<br/>Distinguishing between homophones and near homophones.<br/>Write from memory simple sentences dictated to by the teacher including the GPC's common exception words and punctuation taught so far.</p> <p><b>Handwriting</b><br/>Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand</p> | <p><b>Transcription Spelling</b><br/>Learning new ways of spelling phonemes including a few common homophones.<br/>Learning to spell common exception words.<br/>Learning to spell more words with contracted forms.<br/>Learning the possessive apostrophe.<br/>Distinguishing between homophones and near homophones.<br/>Write from memory simple sentences dictated to by the teacher including the GPC's common exception words and punctuation taught so far.</p> <p><b>Handwriting</b><br/>Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters</p> |
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|  | <p>adjacent to one another, are best left un-joined.<br/>Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.<br/>Use spacing between words that reflects the size of the letters.</p> <p><b>Vocabulary, grammar and punctuation.</b><br/>Form nouns using suffixes such as <i>ness, er</i> and by compounding.<br/>Form adjectives using suffixes such as <i>ful, less</i>.<br/>Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs.<br/>Use subordination (using when, if that, because) and co-ordination (using or, and but)<br/>Understand how grammatical patterns in a sentence understand its function as a statement, question, exclamation or command,<br/>Use capital letters, full stops, question marks and exclamation marks to</p> | <p>adjacent to one another, are best left un-joined.<br/>Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.<br/>Use spacing between words that reflects the size of the letters.</p> <p><b>Vocabulary, grammar and punctuation.</b><br/>Form nouns using suffixes such as <i>ness, er</i> and by compounding.<br/>Form adjectives using suffixes such as <i>ful, less</i>.<br/>Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs.<br/>Use subordination (using when, if that, because) and co-ordination (using or, and but)<br/>Understand how grammatical patterns in a sentence understand its function as a statement, question, exclamation or command,<br/>Use capital letters, full stops, question marks and exclamation marks to</p> | <p>adjacent to one another, are best left un-joined.<br/>Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.<br/>Use spacing between words that reflects the size of the letters.</p> <p><b>Vocabulary, grammar and punctuation.</b><br/>Form nouns using suffixes such as <i>ness, er</i> and by compounding.<br/>Form adjectives using suffixes such as <i>ful, less</i>.<br/>Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs.<br/>Use subordination (using when, if that, because) and co-ordination (using or, and but)<br/>Use expanded noun phrases for description and specification.<br/>Make the correct choice and make consistent use of the present tense and past</p> | <p>and understand which letters, when adjacent to one another, are best left un-joined.<br/>Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.<br/>Use spacing between words that reflects the size of the letters.<br/><b>Vocabulary, grammar and punctuation.</b><br/>Form nouns using suffixes such as <i>ness, er</i> and by compounding.<br/>Form adjectives using suffixes such as <i>ful, less</i>.<br/>Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs.<br/>Use subordination (using when, if that, because) and co-ordination (using or, and but)<br/>Use expanded noun phrases for description and specification.<br/>Make the correct choice and make consistent use of the present tense and past</p> | <p>which letters, when adjacent to one another, are best left un-joined.<br/>Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.<br/>Use spacing between words that reflects the size of the letters.<br/><b>Vocabulary, grammar and punctuation.</b><br/>Form nouns using suffixes such as <i>ness, er</i> and by compounding.<br/>Form adjectives using suffixes such as <i>ful, less</i>.<br/>Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs.<br/>Use subordination (using when, if that, because) and co-ordination (using or, and but)<br/>Use expanded noun phrases for description and specification.<br/>Use the progressive form of verbs in the present and past tense to mark actions in</p> | <p>and understand which letters, when adjacent to one another, are best left un-joined.<br/>Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.<br/>Use spacing between words that reflects the size of the letters.<br/><b>Vocabulary, grammar and punctuation.</b><br/>Form nouns using suffixes such as <i>ness, er</i> and by compounding.<br/>Form adjectives using suffixes such as <i>ful, less</i>.<br/>Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs.<br/>Use subordination (using when, if that, because) and co-ordination (using or, and but)<br/>Use expanded noun phrases for description and specification.<br/>Use the progressive form of verbs in the present and past tense to mark actions in</p> |
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|  | <p>demarcate sentences consistently in writing.<br/>Use commas to separate items in a list.</p> <p><b>Composition</b><br/>Write narratives about personal experiences and those of others.<br/>Write about real events.<br/>Write poetry.<br/>Write for different purposes.<br/>Consider what they are going to write before beginning, often sentence by sentence.<br/>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils.<br/>Proof reading to check for errors in spelling,</p> | <p>demarcate sentences consistently in writing.<br/>Use commas to separate items in a list.</p> <p><b>Composition</b><br/>Write narratives about personal experiences and those of others.<br/>Write about real events.<br/>Write poetry.<br/>Write for different purposes.<br/>Consider what they are going to write before beginning, often sentence by sentence.<br/>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils.<br/>Proof reading to check for errors in spelling,</p> | <p>tense through writing.<br/>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing.<br/>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p><b>Composition</b><br/>Write narratives about personal experiences and those of others.<br/>Write about real events.<br/>Write poetry.<br/>Write for different purposes.<br/>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils.<br/>Reading to check writing makes sense and that verbs to indicate time are used correctly and consistently.</p> | <p>tense through writing.<br/>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing.<br/>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p><b>Composition</b><br/>Write narratives about personal experiences and those of others.<br/>Write about real events.<br/>Write poetry.<br/>Write for different purposes.<br/>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils.<br/>Reading to check writing makes sense and that verbs to indicate time are used</p> | <p>progress.<br/>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing.<br/>Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe and comma.</p> <p><b>Composition</b><br/>Write narratives about personal experiences and those of others.<br/>Write about real events.<br/>Write poetry.<br/>Write for different purposes.<br/>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils.<br/>Reading to check writing makes sense and that verbs to indicate time are used</p> | <p>progress.<br/>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing.<br/>Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe and comma.</p> <p><b>Composition</b><br/>Write narratives about personal experiences and those of others.<br/>Write about real events.<br/>Write poetry.<br/>Write for different purposes.<br/>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils.<br/>Reading to check writing makes sense and that verbs to indicate time are used</p> |
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|              | <p>punctuation and grammar.<br/>Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>   | <p>punctuation and grammar.<br/>Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>   | <p>Proof reading to check for errors in spelling, punctuation and grammar.<br/>Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>   | <p>correctly and consistently.<br/>Proof reading to check for errors in spelling, punctuation and grammar.<br/>Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>                                   | <p>correctly and consistently.<br/>Proof reading to check for errors in spelling, punctuation and grammar.<br/>Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>  | <p>correctly and consistently.<br/>Proof reading to check for errors in spelling, punctuation and grammar.<br/>Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>  |
| <b>Maths</b> | <p><b>Number and place value</b><br/>Estimate and count a number of objects up to 100.<br/>Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward.<br/>Recognise the place value of each digit in a 2 digit number.<br/>Compare and order numbers from 0-100, use <math>&lt; = &gt;</math> signs.<br/>Read and write numbers to at least 100 in numerals.<br/>Use place value and number facts to solve problems.</p> | <p><b>Number and place value</b><br/>Estimate and count a number of objects up to 100.<br/>Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward.<br/>Recognise the place value of each digit in a 2 digit number.<br/>Compare and order numbers from 0-100, use <math>&lt; = &gt;</math> signs.<br/>Read and write numbers to at least 100 in numerals.<br/>Use place value and number facts to solve problems.</p> | <p><b>Number and place value</b><br/>Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward.<br/>Read and write numbers to at least 100 in numerals.<br/>Use place value and number facts to solve problems.<br/>Place value and ordering two digit numbers.<br/>Add and begin to subtract 9, 10 and 11.<br/>Locate 2 digit number on a number line.</p> | <p><b>Number and place value</b><br/>Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward.<br/>Read and write numbers to at least 100 in numerals.<br/>Use place value and number facts to solve problems.</p> | <p><b>Number and place value</b><br/>Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward.<br/>Read and write numbers to at least 100 in numerals.<br/>Read and write numbers to at least 100 in words.<br/>Use place value and number facts to solve problems.<br/>Introduce numbers 101 to 200 and count in 100s to 1000.</p> | <p><b>Number and place value</b><br/>Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward.<br/>Read and write numbers to at least 100 in numerals.<br/>Read and write numbers to at least 100 in words.<br/>Use place value and number facts to solve problems.</p> |



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|  | <p><b>Addition and Subtraction</b><br/>Solve problems with + and - in different contexts.<br/>Solve problems using mental and written methods.<br/>Add and subtract a 2 digit and a 1 digit.<br/>Add and subtract a two digit number and tens.<br/>Revise number bonds to 6, 7, 8, 9 and 10.<br/>Know bonds to 100 and related subtraction facts.<br/>Learn bonds to 20.<br/>Double numbers to double 15.</p> <p><b>Multiplication and Division</b><br/>Use <math>\times</math> = and division signs.<br/>Commutative multiplication and not division.</p> | <p>Know ordinal numbers.</p> <p><b>Addition and Subtraction</b><br/>Solve problems with + and - in different contexts.<br/>Solve problems using mental and written methods.<br/>Add and subtract a 2 digit and a 1 digit.<br/>Add and subtract a two digit number and tens.<br/>Add and subtract a 2 digit number and tens and ones, example 11, 21 and 12.<br/>Add three single digit numbers using doubles or number bond knowledge.</p> <p><b>Multiplication and Division</b><br/>Use <math>\times</math> = and division signs.<br/>Commutative multiplication and not division.<br/>Count in 2s, 5s and 10s from 0.</p> | <p><b>Addition and Subtraction</b><br/>Solve problems with + and - in different contexts.<br/>Solve problems using mental and written methods.<br/>Add and subtract two 2 digit numbers.<br/>Adding three 1 digit numbers using doubles and number bonds.<br/>Commutative addition and not subtraction.<br/>Being to bridge over 10s.<br/>Find a difference by counting on.</p> <p><b>Multiplication and Division</b><br/>Use <math>\times</math> = and division signs.<br/>Commutative multiplication and not division.</p> | <p><b>Addition and Subtraction</b><br/>Solve problems with + and - in different contexts.<br/>Solve problems using mental and written methods.<br/>Add and subtract two 2 digit numbers.<br/>Adding three 1 digit numbers.<br/>Commutative addition and not subtraction.<br/>Adding three 1 digit numbers using doubles and number bonds.</p> <p><b>Multiplication and Division</b><br/>Use <math>\times</math> = and division signs.<br/>Commutative multiplication and not division.<br/>Solve problems using concrete materials and mental methods.<br/>Solve problems using</p> | <p><b>Addition and Subtraction</b><br/>Solve problems with + and - in different contexts.<br/>Solve problems using mental and written methods.<br/>Using partitioning to add and number lines to subtract.<br/>Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100.<br/>Commutative addition and not subtraction.<br/>Use the inverse to solve missing number problems.<br/>Adding three 1 digit numbers using doubles and number bonds.</p> <p><b>Multiplication and Division</b><br/>Use <math>\times</math> = and division signs.<br/>Commutative multiplication and not division.<br/>Solve problems using concrete materials and mental methods.<br/>Solve problems using</p> | <p><b>Addition and Subtraction</b><br/>Solve problems with + and - in different contexts.<br/>Solve problems using mental and written methods.<br/>Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100.<br/>Commutative addition and not subtraction.<br/>Use the inverse to solve missing number problems.</p> <p><b>Multiplication and Division</b><br/>Use <math>\times</math> = and division signs.<br/>Commutative multiplication and not division.<br/>Solve problems using concrete materials and mental methods.<br/>Solve problems using</p> |
|--|--|---|--|---|---|--|



## YEAR 2 Curriculum Skills and Theme Map

|  |   |  |  |   |   |  |
|--|---|--|--|---|---|--|
|  | <p><b>Measure</b><br/>Use appropriate units to estimate and measure length, mass, temperature, and capacity.<br/>Compare and order measures using <math>&lt; = &gt;</math>.</p> | <p><b>Measure</b><br/>Use appropriate units to estimate and measure length, mass, temperature, and capacity.<br/>Begin to use cm and m.<br/>Compare and order measures using <math>&lt; = &gt;</math>.</p> | <p><b>Fractions</b><br/>Recognise, find, name and write the following fractions:<br/><math>1/3, \frac{1}{4}, 2/4, \frac{3}{4}</math> of length, shape, set of objects or quantity.<br/>Write simple fractions for <math>\frac{1}{2} 6 = 3</math> and recognize equivalent fractions. <math>2/4 = \frac{1}{2}</math></p> <p><b>Measure</b><br/>Use appropriate units to estimate and measure length, mass, temperature, and capacity.<br/>Use pounds and pence to combine amounts.<br/>Find different combinations that equal the same amount of money.<br/>Remember the number of minutes in an hour and the number of hours in a day.</p> | <p>arrays and repeated addition.</p> <p><b>Fractions</b><br/>Recognise, find, name and write the following fractions:<br/><math>1/3, \frac{1}{4}, 2/4, \frac{3}{4}</math> of length, shape, set of objects or quantity.<br/>Write simple fractions for <math>\frac{1}{2} 6 = 3</math> and recognize equivalent fractions. <math>2/4 = \frac{1}{2}</math></p> <p><b>Measure</b><br/>Use appropriate units to estimate and measure length, mass, temperature, and capacity.<br/>Use pounds and pence to combine amounts.<br/>Find different combinations that equal the same amount of money.<br/>Remember the number of minutes in an hour and the number of hours in a day.</p> | <p>arrays and repeated addition.<br/>Solve simple division problems that result in a remainder.</p> <p><b>Fractions</b><br/>Recognise, find, name and write the following fractions:<br/><math>1/3, \frac{1}{4}, 2/4, \frac{3}{4}</math> of length, shape, set of objects or quantity.<br/>Write simple fractions for <math>\frac{1}{2} 6 = 3</math> and recognize equivalent fractions. <math>2/4 = \frac{1}{2}</math><br/>Compare and relate fraction knowledge to work out word problems.</p> <p><b>Measure</b><br/>Solve problems involving money which include finding change.<br/>Compare and sequence intervals of time.<br/>Tell and write time to five minutes, including quarter past and to the hour.<br/>Use scales marked in multiples of 1kg, or 100g.<br/>Measure capacity in litres and multiples of 100ml.</p> | <p>arrays and repeated addition.<br/>Solve simple division problems that result in a remainder.</p> <p><b>Fractions</b><br/>Recognise, find, name and write the following fractions:<br/><math>1/3, \frac{1}{4}, 2/4, \frac{3}{4}</math> of length, shape, set of objects or quantity.<br/>Write simple fractions for <math>\frac{1}{2} 6 = 3</math> and recognize equivalent fractions. <math>2/4 = \frac{1}{2}</math></p> <p><b>Measure</b><br/>Use appropriate units to estimate and measure length, mass, temperature, and capacity.<br/>Solve problems involving money which include finding change.<br/>Compare and sequence intervals of time.<br/>Tell and write time to five minutes, including quarter past and to the hour.<br/>Introduce £ and p</p> |
|--|---|--|--|---|---|--|



## YEAR 2 Curriculum Skills and Theme Map

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|------------------------|---|---|---|--|---|---|
|                        | <p><b>Geometry</b><br/>Identify and describe properties of 2D shapes.<br/>Identify and describe properties of 3D shapes.<br/>Compare and sort 2D &amp; 3D shapes.<br/>Order and arrange combinations of mathematical objects in patterns and sequences.</p>                         | <p><b>Geometry</b><br/>Identify and describe properties of 2D shapes.<br/>Identify and describe properties of 3D shapes.<br/>Order and arrange combinations of mathematical objects in patterns and sequences.<br/>Understand and use terms associated with position, direction and movement.</p> | <p>Tell the time to the nearest quarter on analogue and digital.</p> <p><b>Geometry</b><br/>Identify and describe properties of 2D shapes.<br/>Identify and describe properties of 3D shapes, including faces and vertices<br/>Identify 2D shapes on 3D shapes, for example the circle on a cylinder.</p> <p><b>Statistics</b><br/>Interpret and present data using bar charts, pictograms and tables.<br/>Solve 1 step and 2 step questions.</p> | <p>Tell and write time to five minutes, including quarter past and to the hour.<br/>Introduce £ and p notations.</p> <p><b>Geometry</b><br/>Identify and describe properties of 2D shapes.<br/>Identify and describe properties of 3D shapes.<br/>Identify 2D shapes on 3D shapes, for example the circle on a cylinder.</p> <p><b>Statistics</b><br/>Interpret and present data using bar charts, pictograms and tables.<br/>Solve 1 step and 2 step questions.</p> | <p>Introduce £ and p notations.</p> <p><b>Geometry</b><br/>Identify and describe properties of 2D shapes.<br/>Identify and describe properties of 3D shapes.<br/>Use mathematical language to describe position, direction and movement (turns)</p> <p><b>Statistics</b><br/>Interpret and present data using bar charts, pictograms and tables.<br/>Solve 1 step and 2 step questions.</p> | <p>notations.</p> <p><b>Geometry</b><br/>Identify and describe properties of 2D shapes.<br/>Identify and describe properties of 3D shapes.<br/>Use mathematical language to describe position, direction and movement (turns)</p> <p><b>Statistics</b><br/>Interpret and present data using bar charts, pictograms and tables.<br/>Solve 1 step and 2 step questions.</p> |
| <b>Focus Questions</b> | <b>What is life like in Gruffalo Wood?</b>  | <b>Where in the world does Willy Wonka get his chocolate from?</b>  | <b>Why is Captain James Cook so important?</b>  |  |   |   |
| <b>SCIENCE</b>         | <p><b>Living/non-living</b><br/>Name plants and animals and their habitats<br/>Explain living things have habitats which suit them<br/>Food chains<br/>Living, dead and never lived<br/><b>Animals including humans</b><br/>Explain how animals and humans have babies and grow</p> | <p><b>Working scientifically</b><br/>Ask simple questions and answer these in different ways.<br/>Observe closely using simple equipment.<br/>Perform simple tests<br/>Identify and classify<br/>Use their observations and ideas to suggest</p>  | <p><b>Animals including humans</b><br/>Explain the importance of exercise, healthy eating and keeping clean<br/><b>Materials</b><br/>Explain how some materials can change<br/>Describe properties of materials<br/><b>Plants</b></p>   |  |   |   |



## YEAR 2 Curriculum Skills and Theme Map

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|                               |  | <p>answers to questions.<br/>Gather and record data to help answer questions.</p>   | <p>Explain how seeds and bulbs grow (experiment)<br/>Explain what plants and humans need to grow and survive<br/>Explain how seeds and bulbs grow<br/>Explain what plants and humans need to grow and survive</p>  |
| <b>Working Scientifically</b> | <p>During the year the children will carry out various experiments and investigations. While working scientifically they will:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and answer these in different ways.</li> <li>• Observe closely using simple equipment.</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use their observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help answer questions.</li> </ul> |   |  |
| <b>HISTORY</b>                | <p><b>Bonfire Night</b><br/>Describe events beyond living memory<br/>Describe significant historical events, people and places locally<br/>Ask and answer questions, choosing and using parts of stories to show I know key features of events</p> <p><b>Remembrance day</b><br/>Describe events beyond living memory<br/>Describe significant historical events, people and places locally<br/>Ask and answer questions, choosing and using parts of stories to show I know key features of events</p>      |   | <p><b>James Cook</b><br/>Show an awareness of the past, using common words and phrases relating to the passing of time<br/>Describe where people and events fit within a timeline and discuss similarities and differences between life in different periods<br/>Use vocabulary of everyday historical terms<br/>Understand some of the ways in which we find out about the past and identify different ways in which its represented<br/>Describe changes within living memory and aspects of change in national life<br/>Discuss lives of significant people in the past<br/>Describe significant historical events, people and places<br/>Speak about how I have found out about the past<br/>Record what I have learned by drawing and writing</p> |
| <b>GEOG</b>                   | <p><b>Physical and human features</b><br/>Use simple fieldwork and observational skills to study geography around school<br/>Use basic geographical language</p>   | <p><b>Countries</b><br/>Name and locate the 7 continents and five oceans<br/>Identify the four countries and capital cities of the UK</p> | <p><b>Physical and human features</b><br/>Use aerial photographs and plans to identify human, physical features<br/>Characteristics of the seas surrounding the UK</p>   |



## YEAR 2 Curriculum Skills and Theme Map

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|               | <p><b>Compass directions</b><br/>Use simple compass directions</p>   | <p>Explain similarities and differences between the UK and Ghana<br/>Weather patterns, the equator and hot/cold countries and North and South pole<br/>Use maps, atlases and globes to locate countries</p>  | <p>Use basic geographical vocabulary<br/>Use and construct basic symbols in a key</p>   |
| <b>ART</b>    | <p><b>Printing and Patterns</b><br/>Collages<br/>Painting (remembered or imagined)<br/>Rubbings and printing<br/>Choose materials and use them well<br/>William Morris and Andy Goldsworthy<br/>Sewing<br/>Join fabrics and apply decorations</p>  | <p><b>Printing</b><br/>Printing on rigid materials<br/>Printing and patterns<br/>Designers (sweet wrappers)</p>  | <p><b>Sketching</b><br/>Real life sketching and drawings<br/>Pencil/ chalk and charcoal tones<br/>Collages</p>  |
| <b>SKILLS</b> | <p>Try out different activities and make sensible choices about what to do next.<br/>Choose the right materials to use for my art work and use them well.<br/>Give reasons for my opinions when I look at art/ craft or design work.<br/>Understand that different artistic works are made by craftspeople from different cultures and times.</p>  |  |   |
| <b>DT</b>     | <p><b>Gruffalo soup and bread</b><br/><b>Moving Christmas cards</b></p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria<br/>Safely measure, mark out, cut and shape materials and components using a range of tools<br/>Evaluate and assess existing products and those he/she has made using design criteria<br/>Explore a use of mechanisms in his/her products<br/>Understand that all food has been farmed, grown or caught<br/>Use a wider range of cookery techniques to prepare food safely</p> | <p><b>Chocolates and chocolate boxes</b><br/><b>Pop-up Easter cards</b></p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria<br/>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and where appropriate ICT<br/>Choose appropriate tools, equipment, techniques and materials from a wide range<br/>Safely measure, mark out, cut and shape materials and components using a range of tools<br/>Evaluate and assess existing products and those he/she has made using design criteria</p> | <p><b>Shelter/home found around the world</b><br/><b>Healthy snack - rice cake faces</b></p> <p>Understand the need for a variety of food in a diet<br/>Use a wider range of cookery techniques to prepare food safely<br/>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable<br/>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria<br/>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and where appropriate ICT<br/>Choose appropriate tools, equipment, techniques and materials from a wide range</p> |



## YEAR 2 Curriculum Skills and Theme Map

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|                  | <p><b>Skills</b><br/>         Joining with glue, tape or create hinges<br/>         Cut with increased accuracy using scissors<br/>         Simple pop ups<br/>         Tearing, cutting, folding and curling</p> <p>Cutting, spreading, peeling by hand, kneading, serving, rolling and shaping, podding, mashing, measure with measuring cups.</p>   | <p><b>Skills</b><br/>         Joining with glue, tape or create hinges<br/>         Cut with increased accuracy using scissors<br/>         Tearing, cutting, folding and curling</p>   | <p><b>Skills</b><br/>         Joining with glue, tape or create hinges<br/>         Cut with increased accuracy using scissors<br/>         Tearing, cutting, folding and curling</p> <p>Cutting, spreading, peeling and washing</p>   |
| <b>MUSIC</b>     | <p><b>Gruffalo</b><br/>         Sing Gruffalo songs<br/>         Play tuned and untuned instruments to create simple rhythms, to play accompaniments and tunes and to compose and improvise<br/>         Timbre describes the character and quality of a sound<br/>         Describe a piece of music using musical language<br/>         Perform as an ensemble using different instruments</p>       | <p><b>Musicals</b><br/>         Listening with concentration and understanding to a range of high quality live and recorded music (link to musicals) and recognise why they have been composed and performed</p> <p>Sing songs from Charlie and other musicals<br/>         Use pictures or formal musical notation to help compose or perform music<br/>         Choose, organise and combine musical patterns</p> | <p><b>Garage band</b><br/>         Experiment with create, select and combine sounds using inter-related dimensions of music<br/>         Describe how different sections of music are ordered<br/>         Link with Captain Cook - recognise music from different points in History and recognise why they have been composed and performed (sea shanty)<br/>         Sing a song in 2 parts</p> |
|                  | <p>Find a pulse and internalise it<br/>         Recognise where music comes from, who might perform it and where it might be played<br/>         Confidently perform raps, rhymes and songs<br/>         Understand that the words in a song can affect its melody<br/>         Play instruments using correct techniques with respect<br/>         Practise, rehearse and perform with confidence</p> |   |  |
| <b>COMPUTING</b> | <p><b>E-Safety</b><br/>         Keep personal information safe</p> <p><b>Text and Graphics</b> (Word and Publisher)<br/>         Poster Design - Personal/Linked to topic<br/>         Find, open, edit and save files</p>   | <p><b>E-safety</b><br/>         Digi Duck</p> <p><b>Coding: Alex (IPads) (Scratch and Bee-bots)</b><br/>         Predict the behaviour of a programmed toy<br/>         Create simple program (algorithms)<br/>         Create and debug simple programs<br/>         Understand that programs run by following clear instructions</p>  | <p><b>E-Safety</b><br/>         Lee and Kim story and activities<br/>         Internet safety poster</p> <p><b>PhotoBooth</b><br/>         Use different programs and discuss benefits</p> <p><b>Sound and Music</b> - Introduction to GarageBand</p>  |



## YEAR 2 Curriculum Skills and Theme Map

|    | DB Learning Platform/Abacus   | DB Learning platform/Abacus   | DB Learning platform/Abacus   |
|----|---|---|---|
|    | Recognise how others use technology outside of school<br>Use different software programmes and discuss the benefits and their usage   |   |   |
| PE | <p><b>Gymnastics</b><br/>Travelling, stopping, rolling.<br/>Small apparatus</p> <p><b>Creative Dance</b><br/>Keeping the beat<br/>Learn basic dances</p> <p><b>Games skills and SAQ</b><br/>Sending and receiving<br/>Moving towards a space, travelling, footwork, attacking and defending, zig zag through tightly spaced markers, hopping along a straight line using the same foot, jump for distance controlling the landing, jump for height with a controlled landing, catch a small ball, throw over arm with correct technique, structure sequences of actions and skills in different orders to improve performance</p> <p>Evaluate and improving performance with others</p> | <p><b>Gymnastics</b><br/>Travelling, balancing, jumping, small apparatus.</p> <p><b>Country Dance</b><br/>Maintaining the beat<br/>Pairing<br/>Casting</p> <p><b>Net and wall. Striking and fielding</b><br/>Hand/eye coordination<br/>Positioning<br/>Striking<br/>Bowling</p> <p>Evaluate and improving performance with others</p> | <p><b>Country Dance</b><br/>Pairing<br/>Casting<br/>Promenade</p> <p><b>Gymnastics</b><br/>Travelling<br/>Balancing<br/>Rolling<br/>Jumping<br/>Sequencing</p> <p><b>OAA - Orienteering</b><br/>Katie Morag day</p> <p><b>Athletics</b><br/>Sports day preparation<br/>Cooperation<br/>Teamwork<br/>Running<br/>Throwing - distance/ accuracy</p> <p>Evaluate and improving performance with others</p> |
|    | <p><b>Health and Fitness Week</b><br/>Different foods that contain vitamins A,B and C<br/>5 types of food that make a balanced diet<br/>Illness, symptom and prescription<br/>Maintaining healthy teeth<br/>Name large bones and muscles<br/>Importance of the senses<br/>Understand the heart is a muscle<br/>Food and the digestive system<br/>How to increase bodies protection</p>  |   |   |
| RE | <b>Special books</b>  | <b>Leaders</b>  | <b>The outside and inside of a church</b>   |



## YEAR 2 Curriculum Skills and Theme Map

|   |   |   |   |
|---|---|---|---|
|   | <p>I am special<br/>Special books to me<br/>The Bible and other religious scripts.<br/>Special celebrations-light, advent, Christingle</p>  | <p>Qualities of a great leader<br/>Why was Jesus a good leader?<br/><b>Easter</b><br/>Key events of the Easter story</p>                                      | <p>Features of exterior<br/>Features of interior<br/>Comparisons<br/><b>Prayer</b><br/>Forms of worship</p>   |
|   | <p>Describe some religious ideas from stories/objects/places/people and practices<br/>Begin to suggest meanings for religious actions and symbols<br/>Respond to stories sensitively<br/>Ask questions about puzzling aspects of life and suggest answers including religious ones<br/>Recognise and describe some religious values in relation to matters of right and wrong</p> |   |   |
| <b>PSCHE</b>                                  | <p><b>SEAL - New Beginnings</b><br/>New class rules, new class routines.<br/>We are all special</p>   | <p><b>SEAL - Good to be me, Going for Goals</b><br/>What are my qualities?<br/>Why am I important?<br/>What are my goals?<br/>How can I achieve my goals?</p> | <p><b>SEAL - Relationships, Changes</b><br/>How do we get on with each other?<br/>How do we deal with problems<br/>What changes are I store?<br/>How can we prepare for change?</p> |
|   | <p><b>Healthy mind (linked to PE)</b><br/>Recognise emotions in others<br/>Discuss personal targets<br/><b>Personal and Social</b><br/>Understand fair and unfair<br/>Characteristics of a good friend<br/>Relationships</p>  |   |   |
| <b>Preparation for Life in Modern Britain</b> |   |   |   |
| <b>Knowledge and Understanding</b>            | <b>Key Elements</b>   | <b>Curriculum areas</b>   | <b>Activities</b>   |
| Social justice and equality                   | Awareness of rich and poor  | Geography, English  | Studying Ghana and comparing to Ingleby Barwick, Character studies - Charlie and Chocolate Factory  |
| Diversity                                     | Greater awareness of similarities and differences between people  | Geography, English  | Studying Ghana and comparing to Ingleby Barwick, Comparison of Rank on Cooks voyages,   |
| Globalisation and Interdependence             | Sense of the wider world<br>Links and connections between different places  | Geography, History and English  | World War 1 remembrance activities<br>Discovering new lands, Captain Cook life, studying of Ghana/Equator   |
| Sustainable                                   | Our impact on the environment   | PSHCE, Science  | Harvest activities, Habitats (Gruffalo Wood)  |



## YEAR 2 Curriculum Skills and Theme Map

|   |   |                          |   |
|---|---|--------------------------|---|
| Development   | Awareness of the past and the future  |                          |   |
| Peace and conflict  | Conflicts past and present in our society and others<br>Causes of conflict and conflict resolution - at a personal level        | English, PSHCE, History  | World War 1 remembrance activities, Captain Cook conflicts around the globe<br>RE - comparing different religions |
| <b>Skills</b>   |   |                          |   |
| Critical thinking   | Looking at different viewpoints<br>Developing an enquiring mind   | RE                       | RE- special books, The Bible and the Koran  |
| Ability to argue effectively                                      | Beginning to state an opinion based on evidence   | English<br>Geography, DT | Character Descriptions, Chocolate Tasting evaluation, Fairtrade   |
| Ability to challenge injustice and inequalities                   | Beginning to identify unfairness and take appropriate action  | PSHCE                    | Anti-Bullying Week,   |
| Respect for people and things                                     | Empathising and responding to the needs of others<br>Making links between our lives and the lives of others                     | PSCHE                    | Bright Ideas council meetings, Christmas Rotary Boxes   |
| Co-operation and conflict resolution                              | Tact and diplomacy<br>Involving/including our society and others<br>Sharing and participating<br>Resolving arguments peacefully | PSHCE, English           | Friendship Week, Whole School Assembly and Team Assembly, Carols to Cooks   |
| <b>Values and Attitudes</b>                                       |   |                          |   |
| Sense of identity and self esteem                                 | Awareness of and pride in individuality   | PSHCE                    | Circle Time, IMPs points, Friendship Week, PSHCE, Good Work Certificates Assembly                                 |
| Empathy and sense of common humanity                              | Interest and concern for others in a wider sphere   | PSHCE, English           | Red Nose Day, Children in Need  |
| Commitment to social justice and equity                           | Sense of personal indignation<br>Willingness to speak up for others   | Citizenship, News,       | Bright Ideas Council, Eco Groups, General Elections   |
| Valuing and respecting diversity                                  | Valuing others as equal and different<br>Willingness to learn from experiences of others  | English, History         | Red Nose Day, Children in Need, Captain Cook's tolerance of other communities                                     |
| Concern for environment and commitment to sustainable development | Concern for the wider environment<br>Beginning to value resources<br>Willingness to care for the environment                    | PSCHE, Science           | Gardening projects, School Eco Team, Recycling Practice embedded  |
| Belief that people can make a difference                          | Awareness that our actions have consequences<br>Willingness to cooperate and participate  | PSCHE, Geography         | Red Nose Day, Children in Need, Harvest Activities, Christmas Rotary Boxes  |