

# Netherton Moss Primary School Curriculum

Our School Curriculum is underpinned by these key drivers:

*Communication Community Resilience Creativity Adventure Health*

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers*

## Year 2 - Autumn Term

### Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

#### Autumn 1

#### Autumn 2

Link to **Year 2** English Curriculum Continuum

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=69&type=docx>

Link to **Year 2** Maths Curriculum Overview

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=257&type=pdf>

*Observe Plants and Animals in the local environment throughout the year*

*Living things and their habitats.*

#### Substantive Knowledge

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- ✓ In addition to the KSD listed in the Autumn Term unit of work.
- ✓ I can describe how plants that they have grown from seeds and bulbs have developed over time
- ✓ I can identify plants that grew well in different conditions

- ✓ I can find a range of items outside that are living, dead and never lived
- ✓ I can name a range of animals and plants that live in a habitat and micro-habitats that they have studied
- ✓ I can talk about how the features of these animals and plants make them suitable to the habitat
- ✓ I can talk about what the animals eat in a habitat and how the plants provide shelter for them
- ✓ I can construct a food chain that starts with a plant and has the arrows pointing in the correct direction

#### Disciplinary Knowledge – Working Scientifically

#### Disciplinary Knowledge – Working Scientifically

- ✓ I can nurture seeds and bulbs into mature plants identifying the different requirements of different plants
- ✓ I can use simple scientific language to talk about what I have noticed.
- ✓ I can observe closely and communicate with increasing accuracy the changes in things in the real world.

- ✓ I can sort objects by observable features into living, dead and never lived.
- ✓ I can give key features that mean the animal or plant is suited to its habitat.
- ✓ Using a food chain I can explain what animals eat
- ✓ I can compare and contrast living things in order to explain why an animal or plant is suited to a habitat.

#### Computer Science

#### Information Technology

#### Digital Literacy

Unit 2.1

Unit 2.2

Unit 2.3

*Coding*

*Online Safety*

*Spreadsheets*

2 lessons

3 lessons

4 lessons

2Code

2Calculate

#### Drawing & Sketchbooks

#### *Explore & Draw*

**Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.**

- ✓ I have seen how some artists explore the world around them to help them find inspiration.
- ✓ I can explore my local environment (school, home, etc) and collect things which catch my eye.
- ✓ I can explore composition by arranging the things that I have collected.
- ✓ I can talk about what I collected, and how and why I arranged the things I collected.
- ✓ I can take photographs of my artwork and I can think about focus and light.
- ✓ I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.
- ✓ I can hold an object and I can make a drawing thinking about the way the object *feels*.
- ✓ I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.
- ✓ I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.
- ✓ I can cut out and collage to explore composition.
- ✓ I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.

DT	<p align="center"><b>Food 1</b></p> <p align="center"><b>Making meals healthier:</b></p> <p align="center"><b>Apple Crumble</b></p> <p align="center"><i>Look at a range of different crumble fillings including seasonal fruits</i></p> <p align="center"><i>Look at ways to reduce fat and sugar in the crumble mix</i></p> <p align="center"><i>Look at healthy accompaniments such as yoghurt.</i></p>		<p align="center"><b>Structures</b></p> <p align="center"><b>Wheels and axles</b></p> <p align="center"><i>Designing, making and evaluating a small-scale wheeled trolley that will carry tools to use in the school garden for or for a character in a story</i></p>
	<ul style="list-style-type: none"> <li>✓ Follow- follow recipe instructions, supported by images</li> <li>✓ Measure- weigh foods in 100g increments, using weighing scales</li> <li>✓ Core- cut away the core by first quartering the fruit, then removing the pips</li> <li>✓ Peel- use a vegetable peeler to peel vegetables, e.g. carrot for a salad or potatoes for mashing</li> <li>✓ Chop- use the bridge hold and claw grip to cut foods safely into large pieces using a vegetable knife,</li> <li>✓ Sieve- sift flour into a bowl using a sieve</li> <li>✓ Rub-in- use hands to rub fat into flour to make a veggie crumble topping</li> <li>✓ Arrange- layer different ingredients together, e.g. fruit then crumble topping</li> <li>✓ Bake- place and remove dishes in the oven safely</li> <li>✓ Serve- carefully spoon or scoop servings into a dish</li> <li>✓ Tidy- clear away equipment from working area</li> <li>✓ Wash- help to wash up items, e.g. plates, cups</li> </ul>		<p align="center"><b>Designing</b></p> <ul style="list-style-type: none"> <li>✓ Generate initial ideas and simple design criteria through talking and using own experiences.</li> <li>✓ Develop and communicate ideas through drawings and mock-ups.</li> </ul> <p align="center"><b>Making</b></p> <ul style="list-style-type: none"> <li>✓ Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>✓ Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> </ul> <p align="center"><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>✓ Explore and evaluate a range of products with wheels and axles.</li> <li>✓ Evaluate their ideas throughout and their products against original criteria.</li> </ul> <p align="center"><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>✓ Explore and use wheels, axles and axle holders.</li> <li>✓ Distinguish between fixed and freely moving axles.</li> <li>✓ Know and use technical vocabulary relevant to the project.</li> </ul>
Music	<p align="center"><i>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</i></p> <ul style="list-style-type: none"> <li>✓ I can play a simple 2 or 3 note melody on a pitched instrument e.g. recorder or glockenspiel</li> <li>✓ I have opportunities to play playground singing games</li> <li>✓ I am able to improvise a simple 4 beat rhythm pattern</li> <li>✓ I can create a sound picture based on a theme e.g. autumn, space etc</li> <li>✓ I have regular opportunities to listen to pieces of classical music</li> <li>✓ I have opportunities to watch a live musical performance e.g. Liverpool Philharmonic Schools’ Concert, school concert</li> <li>✓ I can sing at least 3 songs for different occasions e.g. Harvest, Christmas Chinese, New Year</li> <li>✓ I understand how to create a piece of music from a sequence of picture symbols</li> <li>✓ I am able to play an instrument to accompany a song</li> </ul>		<p align="center"><i>Develop the characteristics of a Musician – Dispositions</i></p> <ul style="list-style-type: none"> <li>✓ I am developing a real love for music and I enjoy all aspects of practising and performing</li> <li>✓ I never give up and strives for perfection when making music</li> <li>✓ I keep an open mind to allow creativity and help me develop my own musical taste</li> <li>✓ I am developing a talent to entertain and provide enjoyment for others</li> <li>✓ I am prepared to work hard and practice in order to perform to the best of my ability</li> </ul>
	<p align="center"><b>Events beyond living memory – The Great Fire of London Significant Individuals – Samuel Peeps</b></p> <ul style="list-style-type: none"> <li>✓ I can find out some of the ways in which London has changed.</li> <li>✓ I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</li> <li>✓ I can find out about how the Great Fire started and spread across London.</li> <li>✓ I can understand how we know about the Great Fire of London.</li> <li>✓ I can find out about Samuel Peeps and his diary and understand what this tells us about London and the Great Fire</li> <li>✓ I can find out how London was rebuilt after the Great Fire.</li> </ul>		
Geography	<p align="center"><b>Year 2 Ongoing Locational knowledge</b></p>	<ul style="list-style-type: none"> <li>✓ I can name and locate the seven continents on the world map;</li> <li>✓ I can locate and label the five oceans;</li> <li>✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	
	<p align="center"><b>United Kingdom Study – The City of Liverpool</b></p>		
	<p align="center"><b>Locational knowledge</b></p>	<ul style="list-style-type: none"> <li>✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	
	<p align="center"><b>Place knowledge</b></p>	<ul style="list-style-type: none"> <li>✓ I know about my nearest city, Liverpool, a small area of the United Kingdom.</li> </ul>	
	<p align="center"><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>✓ I can describe human and physical features of Liverpool and explain the similarities and differences between the city and the capital cities in the UK.</li> </ul>	
	<p align="center"><b>Mapping</b></p>	<ul style="list-style-type: none"> <li>✓ I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li> <li>✓ Recognise landmarks and basic human features on aerial photos.</li> </ul>	
PE Skills Led	<p align="center"><b>Unit 1 Coordination Footwork and Static Balance (One leg)</b></p> <p align="center"><b>With minimum wobble, standing foot still, non-standing foot off the floor, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Stand still for 30 seconds on both legs.</li> <li>✓ Complete 5 mini squats.</li> </ul> <p align="center"><b>With balance, fluid movement and control throughout, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Combine side-steps with 180° front pivots off either foot</li> <li>✓ Combine side-steps with 180° reverse pivots off either foot</li> <li>✓ Skip with knee and opposite elbow at 90° angle</li> <li>✓ Hopscotch forwards and backwards, hopping on the same leg (right and left).</li> </ul>		<p align="center"><b>Unit 4 Ball Coordination and Counter-Balance</b></p> <p align="center"><b>With control and smooth movements, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Sit and roll a ball up and down legs and round upper body using 1 hand.</li> <li>✓ Stand and roll a ball up and down legs and round upper body using 1 hand.</li> </ul> <p align="center"><b>With co-ordinated movement and balance I can:</b></p> <ul style="list-style-type: none"> <li>✓ Hold on and, with a long base, lean back, hold balance and then move back together.</li> <li>✓ Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</li> </ul>

<b>PE Sport led</b>	<b>Dodgeball</b>		<b>Dance</b>	
	<ul style="list-style-type: none"> <li>✓ Develop movement skills relevant to games i.e. dodging.</li> <li>✓ Develop catching and striking skills.</li> <li>✓ Pass/Send a ball, with increasing control, at different speeds – fast/slow.</li> <li>✓ Engage in competitive physical games, employing simple tactics.</li> <li>✓ Develop problem solving and decision-making strategies.</li> <li>✓ Begin to understand the importance of preparing safely for exercise – warming up.</li> <li>✓ Describe what you have done, or seen others doing.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Perform a range of actions and simple movement patterns with control and coordination.</li> <li>✓ Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> <li>✓ Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.</li> <li>✓ Work individually and with others.</li> <li>✓ Describe phrases and expressive qualities.</li> <li>✓ Begin to understand the importance of warming up.</li> <li>✓ Watch and describe a performance accurately and recognise what is successful.</li> </ul>	
<b>RE</b>	<b>Believing</b>			
	<ul style="list-style-type: none"> <li>✓ KQ1.1 Who is a Christian and what do they believe? (half unit)</li> <li>✓ KQ1.2 Who is a Muslim and what do they believe? (half unit)</li> </ul>			
<b>RE</b>	<b>Expressing</b>			
	<b>Religious and spiritual forms of expression; questions about identity and diversity</b>			
<b>PSHE 1</b>	<b>KEEPING/STAYING SAFE</b>		<b>KEEPING/STAYING HEALTHY</b>	
	<b>Tying Shoelaces</b>		<b>Healthy Eating</b>	
<ul style="list-style-type: none"> <li>✓ know the reasons to make sure your laces are tied</li> <li>✓ learn how to tie up laces properly</li> <li>✓ know rules to keep yourself and others safe</li> <li>✓ understand the differences between safe and risky choices</li> </ul>		<ul style="list-style-type: none"> <li>✓ know that food is needed for our bodies to be healthy and to grow</li> <li>✓ understand that some foods are better for good health than others</li> <li>✓ be able to list different types of healthy food</li> <li>✓ understand how to keep yourself and others healthy</li> <li>✓ know the differences between healthy and unhealthy choices</li> </ul>		
		<b>RELATIONSHIPS</b>		
		<b>Bullying</b>		
		<ul style="list-style-type: none"> <li>✓ be able to name a range of feelings</li> <li>✓ understand why we should care about other people's feelings</li> <li>✓ be able to see and understand bullying behaviours</li> <li>✓ know how to cope with these bullying behaviours</li> </ul>		
<b>PSHE 2</b>	<b>KEEPING/STAYING HEALTHY</b>		<b>KEEPING/STAYING HEALTHY</b>	
	<b>Brushing Teeth</b>		<b>Touch</b>	
<ul style="list-style-type: none"> <li>✓ understand why we need to brush our teeth</li> <li>✓ be able to practise brushing your teeth</li> <li>✓ know the differences between healthy and unhealthy choices</li> <li>✓ be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</li> </ul>		<ul style="list-style-type: none"> <li>✓ understand the difference between appropriate and inappropriate touch</li> <li>✓ know why it is important to care about other people's feelings</li> <li>✓ understand personal boundaries</li> <li>✓ know who and how to ask for help be able to name human body parts</li> </ul>		

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# Year 2 - Spring Term

## Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

**Spring 1**

**Spring 2**

Link to **Year 2** English Curriculum Continuum

English

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Link to **Year 2** Maths Curriculum Overview

Maths

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=257&type=pdf>

### Uses of Everyday Materials

#### Substantive Knowledge

Science

- ✓ I can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use
- ✓ I can label a picture or diagram of an object made from different materials
- ✓ For a given object can identify what properties a suitable material needs to have.
- ✓ Whilst changing the shape of an object I can describe the action used
- ✓ I can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot
- ✓ I can recognise that a material may come in different forms which have different properties

#### Disciplinary Knowledge – Working Scientifically

- ✓ I can sort materials using a range of observable properties
- ✓ I can explain using the key properties and scientific language, why a material is suitable or not suitable for a purpose
- ✓ I can begin to choose an appropriate method for testing a material for a particular property
- ✓ I can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?

Computing

#### Information Technology

#### Digital Literacy

#### Information Technology

Unit 2.4  
**Questioning**  
3 lessons  
2Question & 2Investigate

Unit 2.5  
**Effective Searching**  
3 lessons

Unit 2.6  
**Creating Pictures**  
5 lessons  
2Paint A Picture

#### Surface & Colour

### Expressive Painting – Vincent Van Gogh

**Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life**

Art

- ✓ I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.
- ✓ I can start to share my response to the work of other artists.
- ✓ I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.
- ✓ I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.
- ✓ I can use various homemade tools to apply paint in abstract patterns. I can be inventive.
- ✓ I can make a loose drawing from a still life.
- ✓ I can see colours and shapes in the still life.
- ✓ I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting.
- ✓ I can share my experiments and final piece with others and share what I liked and what went well.
- ✓ I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.
- ✓ I can take a photograph of my final piece, thinking about focus and lighting.

	<b>Food 2</b>	
	<b>Healthy sandwiches/ Packed lunches- use the basic principles of a healthy and varied diet to prepare dishes</b> <i>Link to making packed lunches in school healthier/les processed.</i> <i>Complete a packed lunch content or favourite sandwich survey</i> <i>Look at the Eatwell plate to assess packed lunches and sandwiches</i>	
<b>DT</b>	<ul style="list-style-type: none"> <li>✓ Follow- follow recipe instructions, supported by images</li> <li>✓ Write- write their own recipe, using text and some pictures</li> <li>✓ Change- make changes to recipes and dishes that promote current healthy eating messages, e.g. using lower fat mayonnaise</li> <li>✓ Measure- measure the quantity of food needed using whole numbers and fractions, e.g. 8 grapes, ½ cucumber</li> <li>✓ Wash- gently rinse fruit and vegetables under the tap, removing any visible dirt, e.g. grapes, green beans</li> <li>✓ Core- cut away the core by first quartering the fruit, then removing the pips</li> <li>✓ Deseed- use hands to scoop out seeds, e.g. a melon</li> <li>✓ Peel- use hands to peel fruit, e.g. banana or satsuma</li> <li>✓ Hull- pull the green stalk away from a strawberry using fingers</li> <li>✓ Cut- use the bridge hold and claw grip to cut foods safely into large pieces using a vegetable knife, e.g. strawberries in half</li> <li>✓ Grate- use an upright grater to grate foods,</li> <li>✓ Blend- puree a soup in an electric blender (soup already put into the blender)</li> <li>✓ Assemble- spread a soft topping, e.g. margarine over a slice of bread</li> <li>✓ Assemble- place ingredients on a dish by hand, e.g. open sandwich, pizza</li> <li>✓ Chill- place food in the fridge to keep it safe, e.g. sandwiches, salads</li> <li>✓ Tidy- clear away equipment from working area</li> <li>✓ Wash- help to wash up items, e.g. plates, cups</li> </ul>	
<b>Music</b>	<i>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</i>	<i>Develop the characteristics of a Musician – Dispositions</i>
	<ul style="list-style-type: none"> <li>✓ I can play a simple 2 or 3 note melody on a pitched instrument e.g. recorder or glockenspiel</li> <li>✓ I have opportunities to play playground singing games</li> <li>✓ I am able to improvise a simple 4 beat rhythm pattern</li> <li>✓ I can create a sound picture based on a theme e.g. autumn, space etc</li> <li>✓ I have regular opportunities to listen to pieces of classical music</li> <li>✓ I have opportunities to watch a live musical performance e.g. Liverpool Philharmonic Schools’ Concert, school concert</li> <li>✓ I can sing at least 3 songs for different occasions e.g. Harvest, Christmas Chinese, New Year</li> <li>✓ I understand how to create a piece of music from a sequence of picture symbols</li> <li>✓ I am able to play an instrument to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>✓ I am developing a real love for music and I enjoy all aspects of practising and performing</li> <li>✓ I never give up and strives for perfection when making music</li> <li>✓ I keep an open mind to allow creativity and help me develop my own musical taste</li> <li>✓ I am developing a talent to entertain and provide enjoyment for others</li> <li>✓ I am prepared to work hard and practice in order to perform to the best of my ability</li> </ul>
<b>History</b>	<b>Significant Individuals – Mary Seacole</b>	
	<ul style="list-style-type: none"> <li>✓ I can explain what makes a person significant.</li> <li>✓ I can recall and explain facts Florence Nightingale improved nursing.</li> <li>✓ I can explain how Mary Seacole improved nursing.</li> <li>✓ I can explain who Edith Cavell was and how she improved nursing.</li> <li>✓ I can make comparisons between the life and achievements of Florence Nightingale, Mary Seacole &amp; Edith Cavell</li> </ul>	
<b>Geography</b>	Year 2 Ongoing Locational knowledge	<ul style="list-style-type: none"> <li>✓ I can name and locate the seven continents on the world map;</li> <li>✓ I can locate and label the five oceans;</li> <li>✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>
	<b>Local Study – Sefton and Crosby Beach – Introducing Environmental Protection</b>	
	Locational knowledge	✓ I can name the surrounding seas of the United Kingdom;
	Place knowledge	✓ I know the location and features of my nearest coastline
	Human and Physical Geography	<ul style="list-style-type: none"> <li>✓ I can identify and describe the main physical and human features of seaside environments including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</li> <li>✓ I can start to understand the human impact of physical and human activity on costal environments and learn what is being done to protect these areas.</li> <li>✓ I can understand the interdependence of living things in seaside environments.</li> <li>✓ I can describe popular activities undertaken at the seaside</li> </ul>
	Mapping	<ul style="list-style-type: none"> <li>✓ I can use a range of maps and globes (including picture maps) at different scales.</li> <li>✓ I can recognise simple features on maps e.g. buildings, roads and fields</li> <li>✓ I can use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>
	Fieldwork	<ul style="list-style-type: none"> <li>✓ I can use simple fieldwork techniques such as observation and identification to study the geography of the local area as well as the key human and physical features of its surrounding environment.</li> <li>✓ I can identify, categorise and begin to explain the distribution of seashells on a beach.</li> <li>✓ I can identify, describe and offer reasons for the presence of pollution on a beach.</li> </ul>
	Enquiry and Investigation	<ul style="list-style-type: none"> <li>✓ I can investigate a location through observation and description.</li> <li>✓ I can investigate describe and explain reasons why seaside holidays have changed in living memory;</li> </ul>
	Communication	✓ I can use basic geographical vocabulary from the NC as well as to describe specific local geographical features (train station, canal etc.)
	Use of technology	✓ I can use cameras and audio equipment to record geographical features, changes, differences e.g., weather/seasons, vegetation, buildings etc.

PE 1 – Skills Led	<b>Unit 5 Coordination Sending &amp; Receiving and Agility Reaction &amp; Response</b>		<b>Unit 2 Jumping and Landing &amp; Seated Balance</b>			
	<p><b>With accuracy and appropriate power, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Throw tennis ball, catch rebound with same hand after 1 bounce</li> <li>✓ Throw tennis ball, catch rebound with same hand without a bounce</li> <li>✓ Throw tennis ball, catch rebound with other hand after 1 bounce</li> <li>✓ Throw tennis ball, catch rebound with other hand without a bounce</li> <li>✓ Strike large, soft ball along ground with hand 5 times in a rally.</li> <li>✓ From 1, 2 and 3 metres and with controlled movement, I can react and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</li> <li>✓ I can start quickly and accelerate by pushing off hard with feet.</li> <li>✓ I can take up ready position with knees bent and feet apart (front to back).</li> </ul>		<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>✓ Jump from 2 feet to 2 feet with quarter turn in both directions.</li> <li>✓ Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</li> <li>✓ I can take off well with good height as well as balance and land with control.</li> </ul> <p><b>In a seated position and with both hands and feet off the floor, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Pick up a cone from one side, swap hands and place it on the other side.</li> <li>✓ Return the cone to the opposite side.</li> <li>✓ I can hold a balance with control and without strain</li> </ul>			
PE 2 – Sport	<b>Tag Rugby</b>		<b>Netball</b>			
	<ul style="list-style-type: none"> <li>✓ -Develop control and accuracy when throwing and catching a rugby ball.</li> <li>-Successfully beat a defender.</li> <li>-Begin tagging players in game situations.</li> <li>-Begin to understand and develop correct technique of passing the ball.</li> <li>-Develop understanding of tag rugby and participate in small games.</li> <li>-Use simple tactics in game situations.</li> </ul>		<ul style="list-style-type: none"> <li>✓ -Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low.</li> <li>-Perform a range of actions with the ball keeping it under control.</li> <li>-React to situations to make it difficult for opponents – using simple tactics.</li> <li>-Show good awareness of others when playing games.</li> <li>-Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.</li> <li>-Copy actions and ideas and use the information to improve their skills.</li> </ul>			
RE	<b>Believing</b>					
	<p>Religious beliefs, teachings, sources: questions about meaning, purpose and truth</p> <ul style="list-style-type: none"> <li>✓ KQ 1.4 What can we learn from sacred books? (Christians / Muslims) (full unit)</li> </ul>					
RE	<b>Expressing</b>					
	<p>Religious and spiritual forms of expression; questions about identity and diversity</p> <ul style="list-style-type: none"> <li>✓ KQ1.6 How and why do we celebrate special and sacred times? (half unit per year group link to Christian and Muslim festivals and occasions throughout the year).</li> </ul>					
PSHE 1	<b>BEING RESPONSIBLE</b>		<b>FEELINGS AND EMOTIONS</b>		<b>COMPUTER SAFETY</b>	
	<i>Practice Makes Perfect</i>		<i>Worry</i>		<i>Image Sharing</i>	
	<ul style="list-style-type: none"> <li>✓ be able to name ways you can improve in an activity or sport</li> <li>✓ understand the importance of trying hard and not giving up</li> <li>✓ be able to see the benefits of practising an activity or sport</li> <li>be able to learn ways to set goals and work to reach them</li> </ul>		<ul style="list-style-type: none"> <li>✓ be able to recognise and name emotions and their physical effects</li> <li>✓ know the difference between pleasant and unpleasant emotions</li> <li>✓ learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>understand that feelings can be communicated with and without words</li> </ul>		<ul style="list-style-type: none"> <li>✓ understand how your online actions can affect others</li> <li>✓ be able to name the positive and negative ways you can use technology</li> <li>✓ know the risks of sharing images without permission</li> <li>understand the types of images that you should and should not post online</li> </ul>	
PSHE 2	<b>BEING RESPONSIBLE</b>		<b>FEELINGS AND EMOTIONS</b>		<b>COMPUTER SAFETY</b>	
	<i>Helping Someone in Need</i>		<i>Anger</i>		<i>Computer Safety Documentary</i>	
	<ul style="list-style-type: none"> <li>✓ know how you can help other people</li> <li>✓ be able to recognise kind and thoughtful behaviours and actions</li> <li>✓ understand the risks of talking to people you don't know very well in the community</li> <li>✓ be able to identify the differences between being responsible and being irresponsible</li> </ul>		<ul style="list-style-type: none"> <li>✓ be able to recognise and name emotions and their physical effects</li> <li>✓ know the difference between pleasant and unpleasant emotions</li> <li>✓ learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>✓ understand that feelings can be communicated with and without words</li> </ul>		<ul style="list-style-type: none"> <li>✓ understand how your online activity can affect others</li> <li>✓ be able to identify the positives and negatives of using technology</li> <li>✓ know who and how to ask for help</li> <li>be able to list rules for keeping and staying safe</li> </ul>	

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# Year 2 - Summer Term

## Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Summer 1	Summer 2
English	<b>Link to Year 2 English Curriculum Continuum</b>	
	<a href="https://www.nethertonmoss.co.uk/attachments/download.asp?file=69&amp;type=docx">https://www.nethertonmoss.co.uk/attachments/download.asp?file=69&amp;type=docx</a>	
Maths	<b>Link to Year 2 Maths Curriculum Overview</b>	
	<a href="https://www.nethertonmoss.co.uk/attachments/download.asp?file=257&amp;type=pdf">https://www.nethertonmoss.co.uk/attachments/download.asp?file=257&amp;type=pdf</a>	
Science	<b>Growing Plants</b>	<b>Animals including Humans</b>
	Substantive Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> <li>✓ I can observe and describe how plants that they have grown from seeds and bulbs have developed over time</li> <li>✓ I can identify plants that grew well in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages</li> <li>✓ I can state the basic needs of animals, including humans, for survival.</li> <li>✓ I can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>✓ I can name foods in each section of the Eatwell guide</li> </ul>
	Disciplinary Knowledge – Working Scientifically	Disciplinary Knowledge – Working Scientifically
<ul style="list-style-type: none"> <li>✓ I can spot similarities and difference between bulbs and seeds and describe them using simple scientific language.</li> <li>✓ I can nurture seeds and bulbs into mature plants identifying the different requirements of different plants and recording what I notice</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can describe, including using diagrams, or acting out the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child</li> <li>✓ I can take simple measures/observe how animals, including humans, grow.</li> <li>✓ Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide</li> <li>✓ I can explain how development and health might be affected by differing conditions and needs being met/not met.</li> </ul>	
Computing	<b>Information Technology</b>	<b>Information Technology</b>
	Unit 2.7	Unit 2.8
	<b>Making Music</b> 3 lessons 2Sequence	<b>Presenting Ideas</b> 4 lessons
Art	<b>Working in Three Dimensions</b>	
	<b>Stick Transformation Project</b>	
	<b>Explore how you can transform a familiar object into new and fun forms</b>	
	<ul style="list-style-type: none"> <li>✓ I can take a familiar object like a stick, and use my imagination to think about what it might become.</li> <li>✓ I can use my sketchbook to generate ideas and to test ideas.</li> <li>✓ I can use a variety of materials to transform my object thinking about form and colour.</li> <li>✓ I can cut materials with simple tools and fasten materials together to construct my sculpture.</li> <li>✓ I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work.</li> <li>✓ I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</li> <li>✓ I can take a photograph of my sculpture, thinking about focus</li> </ul>	

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<b>DT</b>	<b>Textiles</b>	
	<b>Templates and joining</b> <i>Designing, making and evaluating a puppet to perform a play</i>	
	<b>Designing</b>	
	<ul style="list-style-type: none"> <li>✓ Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>✓ Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul>	
<b>DT</b>	<b>Making</b>	
	<ul style="list-style-type: none"> <li>✓ Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>✓ Select from and use textiles according to their characteristics.</li> </ul>	
	<b>Evaluating</b>	
	<ul style="list-style-type: none"> <li>✓ Explore and evaluate a range of existing textile products relevant to the project being undertaken.</li> <li>✓ Evaluate their ideas throughout and their final products against original design criteria.</li> </ul>	
<b>DT</b>	<b>Technical knowledge and understanding</b>	
	<ul style="list-style-type: none"> <li>✓ Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>✓ Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>✓ Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> <li>✓ Know and use technical vocabulary relevant to the project.</li> </ul>	
	<b>Music</b>	<p style="text-align: center;"><i>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</i></p> <ul style="list-style-type: none"> <li>✓ I can play a simple 2 or 3 note melody on a pitched instrument e.g. recorder or glockenspiel</li> <li>✓ I have opportunities to play playground singing games</li> <li>✓ I am able to improvise a simple 4 beat rhythm pattern</li> <li>✓ I can create a sound picture based on a theme e.g. autumn, space etc</li> <li>✓ I have regular opportunities to listen to pieces of classical music</li> <li>✓ I have opportunities to watch a live musical performance e.g. Liverpool Philharmonic Schools' Concert, school concert</li> <li>✓ I can sing at least 3 songs for different occasions e.g. Harvest, Christmas, Chinese, New Year</li> <li>✓ I understand how to create a piece of music from a sequence of picture symbols</li> <li>✓ I am able to play an instrument to accompany a song</li> </ul>
		<p style="text-align: center;"><i>Develop the characteristics of a Musician – Dispositions</i></p> <ul style="list-style-type: none"> <li>✓ I am developing a real love for music and I enjoy all aspects of practising and performing</li> <li>✓ I never give up and strives for perfection when making music</li> <li>✓ I keep an open mind to allow creativity and help me develop my own musical taste</li> <li>✓ I am developing a talent to entertain and provide enjoyment for others</li> <li>✓ I am prepared to work hard and practice in order to perform to the best of my ability</li> </ul>
<b>History</b>	<b>Significant historical places in their own locality and Changes within living memory</b> <b>– The History of Travel and Transport in Liverpool</b>	
	<ul style="list-style-type: none"> <li>✓ I can find out the different ways in which travel and transport has changed from past to present.</li> <li>✓ I can find out about why Liverpool is such an important British city and the role it has played in the development of different kinds of transport.</li> <li>✓ I can find out about an early form of transport by boat and the opening of the world's first wet dock in Liverpool in 1715</li> <li>✓ I can find out about George Stephenson's life and inventions and the opening of the world's first passenger railway between Liverpool and Manchester in 1830.</li> <li>✓ I can understand how trains changed people's lives in the 19th century and the importance of the Liverpool Overhead Railway.</li> <li>✓ I can find out about how cars have changed since they were invented and how this led to the opening of the first Mersey Tunnel in 1934.</li> </ul>	
<b>Geography</b>	<b>Ongoing Locational knowledge</b>	<ul style="list-style-type: none"> <li>✓ I can name and locate the seven continents on the world map;</li> <li>✓ I can locate and label the five oceans;</li> <li>✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>
	<b>Understand geographical similarities and differences Liverpool and Kenya</b>	
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>✓ I can name and locate the seven continents on the world map.</li> <li>✓ I can locate and label the five oceans;</li> </ul>
	<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>✓ I have studied a small area of the UK and in a contrasting non-European country.</li> </ul>
	<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>✓ I can describe key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather</li> </ul>
	<b>Mapping</b>	<ul style="list-style-type: none"> <li>✓ Know that maps give information about places in the world (where/what?).</li> </ul>
	<b>Enquiry and Investigation</b>	<ul style="list-style-type: none"> <li>✓ I can ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>✓ I can investigate through observation and description.</li> <li>✓ I can recognise differences between my own life in the UK and the lives of others in Kenya.</li> </ul>
<b>Use of technology</b>	<ul style="list-style-type: none"> <li>✓ Use simple electronic globes/maps.</li> </ul>	



PE 1	<b>Unit 3 Dynamic Balance on a line and Static Balance (Stance)</b>	<b>Unit 6 Ball Chasing and Static Balance (Floor Work)</b>
	<p><b>With smooth movements, balance and with opposite arms and legs moving forwards, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Walk fluidly, lifting knees to 90°</li> <li>✓ Walk fluidly, lifting heels to bottom.</li> <li>✓ I can stand on low beam with good stance for 10 seconds with both feet facing forward, feet still and control (minimum wobble).</li> <li>✓ I can keep feet a shoulder width apart and knees bent.</li> <li>✓ I can keep weight on balls of feet.</li> <li>✓ I can keep back straight, head up and look forward.</li> </ul>	<p><b>With control when starting and stopping quickly, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.</li> <li>✓ Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</li> </ul> <p><b>With balance, the correct position held and control when changing position, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Place cone on back and take it off with other hand in mini-front support.</li> <li>✓ Hold mini-back support position.</li> <li>✓ Place cone on tummy and take it off with other hand in mini-back support.</li> </ul>
PE 2	<b>Swimming (Phase 1 of 3)</b>	
	<ul style="list-style-type: none"> <li>✓ I can enter and exit the water safely.</li> <li>✓ I can push and glide from the poolside.</li> <li>✓ I can float using different body positions with or without an aid.</li> <li>✓ I can swim a recognised stroke.</li> <li>✓ I can perform basic survival skills.</li> </ul>	
RE	<b>Living</b> Religious practices and ways of living; questions about values and commitments	
	<ul style="list-style-type: none"> <li>✓ KQ1.8 How should we care for others in the world and why does it matter? (full unit)</li> </ul>	
PSHE 1	<b>Expressing</b> <b>Religious and spiritual forms of expression; questions about identity and diversity</b>	
	<ul style="list-style-type: none"> <li>✓ KQ1.6 How and why do we celebrate special and sacred times? (half unit per year group link to Christian and Muslim festivals and occasions throughout the year)</li> </ul>	
PSHE 1	<b>OUR WORLD</b>	<b>RELATIONSHIPS</b>
	<i>Living in Our World</i>	<i>Growing Up</i>
	<ul style="list-style-type: none"> <li>✓ understand why we should look after living things</li> <li>✓ be able to identify how we can look after living things both inside and outside of the home</li> <li>✓ recognise why it is important to keep our communities and countryside clean</li> <li>✓ be able to encourage others to help keep their communities and countryside clean</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls</li> <li>✓ To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>✓ To understand the importance of, and how to maintain, personal hygiene</li> <li>✓ To learn rules for and ways of keeping physically and emotionally safe, and the difference between secrets and surprises and understanding not to keep adults' secrets</li> <li>✓ To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> </ul>
PSE2HE	<b>OUR WORLD</b>	<b>RELATIONSHIPS</b>
	<i>Working in Our World</i>	<i>Family &amp; Friends</i>
	<ul style="list-style-type: none"> <li>✓ understand different ways we can receive money</li> <li>✓ know how to keep money safe</li> <li>✓ be able to describe the skills you may need in a future job or career</li> <li>✓ be able to recognise the differences between wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>✓ To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another</li> <li>✓ To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.</li> </ul>

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