

**Year 2 Curriculum Map 2025-26**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>- Count objects to 100 and read and write numbers in numerals and words</li> <li>- Represent numbers to 100 - Tens and ones with part-whole model</li> <li>- Place value chart</li> <li>- Compare and order objects and number</li> <li>- Count in 2s, 5s, 10s, 3s</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Fact families, bonds to 20</li> <li>- Check calculations</li> <li>- Compare number sentences</li> <li>- Bonds to 100</li> </ul>	<p><b>Addition and subtraction (within 100)</b></p> <ul style="list-style-type: none"> <li>- Add and subtract 1s</li> <li>- 10 more and 10 less</li> <li>Add and subtract 10s</li> <li>- Add a 2 digit and 1 digit number crossing ten</li> <li>- Subtract a 1 digit from a 2 digit number crossing ten</li> <li>- Add two 2 digit numbers not crossing ten then crossing ten</li> <li>- Subtract 2 digit number from 2 digit number not crossing ten then crossing ten</li> <li>- Add three 1 digit numbers</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>- Count sides and vertices on 2d</li> <li>- Draw 2d shapes</li> <li>- Lines of symmetry</li> <li>- Sort 2d Shapes and make patterns</li> <li>- Count sides, faces and edges on 3d</li> <li>- Sort 3d shapes and make patterns</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Count money</li> <li>- pence and pound, notes and coins</li> <li>- Make the same amount</li> <li>- Compare money</li> <li>- Find the total/difference/change</li> <li>- Two step problems</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>- Make and add equal groups</li> <li>- Make arrays</li> <li>- Multiplication using x symbol and pictures</li> <li>- Use arrays</li> <li>- 2s, 5s, 10s times-table</li> <li>- Grouping</li> <li>- Divide by 2, 5, 10</li> <li>- Odd and even numbers</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>-Equal parts</li> <li>Measure length m</li> <li>- Compare lengths</li> <li>- Order lengths</li> <li>- Four operations with length</li> <li>- Problems solving</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>-O'clock and half past</li> <li>- Quarter past and quarter to</li> <li>- Telling time to 5 minutes</li> <li>- Hours and days - Duration of time</li> <li>- Compare duration of time</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>-Make Tally charts</li> <li>- Draw pictograms</li> <li>Interpret pictograms</li> <li>- Block diagrams</li> </ul>	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>-Describe position</li> <li>- Problem solve with position</li> <li>- Describe movement and turns</li> <li>- Make patterns with shapes</li> </ul> <p><b>SATs revision</b></p>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>-Measure length cm</li> <li>Measure length m</li> <li>- Compare lengths</li> <li>- Order lengths</li> <li>- Four operations with length</li> <li>- Problems solving</li> </ul> <p><b>Measurement – Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>- Introduce weight and mass</li> <li>- Measure mass</li> <li>- Compare mass</li> <li>- Measure in grams and kilograms</li> <li>- Introduce capacity and volume</li> <li>- Measure capacity</li> <li>- Compare volume</li> <li>- Millilitres - Litres</li> <li>- Four operation with mass</li> <li>- Four operations with volume</li> <li>- Temperature</li> </ul>

<p><b>Literacy</b></p> <p><b>NARRATIVE</b> <b>POETRY</b> <b>INSTRUCTIONAL TEXTS</b> <b>EXPLANATION TEXTS</b> <b>NON-CHRONOLOGICAL REPORTS</b> <b>RECOUNTS</b> <b>PERSUASIVE &amp; DISCURSIVE TEXTS</b></p>	<p><b>*WANTED poster – character descriptions - Wolf</b> * Diaries: planting trees – linked to Mama Miti/Tin Forest *Narrative: Giraffes Can't Dance</p>	<p><b>*Narrative- The Queen's Knickers??</b> * Instructions: how to invade/build a castle *Recount: Trip</p>	<p><b>*Poetry- riddles: linked to animals in the ocean.</b> <b>*Stories from other cultures: The Runaway Wok</b></p>	<p><b>*Letters linked to Great fire: Toby and The Great Fire of London</b> * Recount: Great Fire of London visit</p>	<p><b>*Narrative- The Lighthouse Keeper's Lunch</b> <b>*Non-chron report: the coast</b></p>	<p><b>* Non-chron report: linked to life in Victorian times/schools</b> <b>*Narrative – based on Lady Daisy</b></p> <p><b>*Recount: linked to Victorian trip (school child)</b></p>
<p><b>Guided Reading</b></p> <p>GR – One book a week as a focus (whole class) until Spring 2, then transition to longer texts</p>	<p>Link to science: The Tin Forest (materials) Alternative 3 little pigs (building on work from Y1) The three little wolves and the big bad pig</p> <p>BHM: Coming to England (Windrush – BHM)</p> <p>Non-fiction books linked</p> <p>Topic: Giraffes can't dance, Mama Miti, Chicken in the Kitchen, Shanti the Zebra</p>	<p>Books about monarchy needed</p> <p>Non fiction: castles, Tower of London?</p>	<p>The Rhythm of the Rain by Grahame Baker-Smith</p> <p>What a wonderful world by Leisa Stewart-Sharpe</p> <p>The Earth Book by Jonathan Little</p> <p>Big Blue Whale by Nicola Davies</p> <p>The Wonders of the World - DK</p> <p>Island: A story of the galapagos</p>	<p>-Toby + the great fire of London -Vlad + the great fire of London Non-fiction books</p>	<p>Topic:</p> <p>The Sandman and the Turtle</p> <p>Non fiction:</p> <p>Above and Below, the Sea and the Shore</p> <p>The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs</p>	<p>-Lady Daisy</p> <p>You Wouldn't want to be a Victorian schoolchild</p> <p>Dickens?</p>

	<p>Wild Animals of the North Author by Dieter Braun</p> <p>Snow Day by Richard Curtis</p>					
<p><b>History</b></p> <p>When I talk or write about features, events, people and themes from the past, I can include some details.</p>		<p><b>What is a monarch?</b></p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>		<p>Great Fire of London</p> <p><b>To learn about:</b></p> <ul style="list-style-type: none"> <li>-Significant events beyond living memory.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-To talk or write about features and events from the past.</li> <li>-To place events, from the Great Fire of London on a timeline.</li> <li>-I can compare different sources of evidence and point out some similarities and differences.</li> </ul>		<p><b>How was school different in the past?</b></p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>
<p><b>Geography</b></p>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and</p>		<p><b>Why is our world wonderful?</b></p> <p>Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.</p>		<p><b>What is it like to live by the coast?</b></p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and</p>	

	features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.				how humans have interacted with this, including land use and tourism.	
<b>Art</b>		<p><b>Drawing,</b> sketchbooks, collage (explore and draw – link to suggested artists)</p> <p><u>Focus: Drawing, sketchbook, collage</u></p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Exploring and developing ideas (ongoing throughout the year)</b></p>	<p><b>Surface and colour –</b> print, colour, collage (Exploring the world through monoprint/expressive painting – Link to topic if possible)</p> <p><u>Focus: printing, collage, painting</u></p> <p><b>Exploring the world through mono print</b></p> <p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.</p> <p><b>Expressive painting</b> Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping</p>		<p><b>Working in three dimensions -</b> sculpture (be an architect/stick transformation project/music and art – link to topic if possible)</p> <p><u>Focus: drawing, sculpture, painting</u></p> <p><b>Be an architect or stick transformation project</b></p> <p><b>Drawing</b> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour.</p>	

		<p>Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><b>Evaluating and developing ideas (ongoing throughout the year)</b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook.</p>	<p>through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects.</p> <p>Collage: Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills.</p> <p><b>Exploring and developing ideas (ongoing throughout the year) <u>see aut 1</u></b></p> <p><b>Evaluating and developing ideas (ongoing throughout the year) <u>see aut 1</u></b></p>		<p><b>Sculpture</b> Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p><b>Music and Art</b> See the years previous progression for drawing, painting, collage and use of sketchbooks.</p> <p><b>Exploring and developing ideas (ongoing throughout the year) <u>see aut 1</u></b></p> <p><b>Evaluating and developing ideas (ongoing throughout the year) <u>see aut 1</u></b></p>	
DT	Aspect: Food			Aspect: Mechanisms		Aspect: Textiles

	<p><b>Focus:</b> Preparing fruit and Veg incl cooking and nutrition</p> <p><b>Link:</b></p> <p><b>Designing</b> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings.</p> <p><b>Making</b> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b>Evaluating</b> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products</p>			<p><b>Focus:</b> Wheels and axles</p> <p><b>Link:</b> Great Fire of London (fire engine)</p> <p><b>Designing</b> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups.</p> <p><b>Making</b> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p><b>Evaluating</b> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.</p>		<p><b>Focus:</b> Templates and joining techniques</p> <p><b>Link:</b> Victorians (Punch and Judy)</p> <p><b>Designing</b> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p><b>Making</b> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics.</p> <p><b>Evaluating</b> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas</p>
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	<p>against design criteria, including intended user and purpose.</p> <p><b>Technical knowledge and understanding •</b></p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.</p>			<p><b>Technical knowledge and understanding •</b></p> <p>Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.</p>		<p>throughout and their final products against original design criteria.</p> <p><b>Technical knowledge and understanding •</b></p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.</p>
<p><b>Science</b></p>	<p><b>Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.</p> <p>Find out how the shape of solid objects made from</p>	<p><b>Animals including Humans</b></p> <p>Notice that animals including humans have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals including humans for survival.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Living Things and Habitats</b></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify most living things live in habitats to which they are suited and describe</p>	<p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	

	<p>materials can be changed by squashing, bending, twisting and stretching.</p>				<p>how different habitats provide for basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitat, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	
<p><b>Computing</b></p>	<p><b>Unit 2.1</b> Coding (6 lessons)</p> <ul style="list-style-type: none"> <li>• What is an algorithm?</li> <li>• Why is it useful in coding?</li> <li>• Why is it important to know there are different object types?</li> <li>• If you are good at coding, you don't need to debug. Is this true?</li> </ul>	<p><b>Unit 2.2</b> Online Safety (3 lessons)</p> <ul style="list-style-type: none"> <li>• Why is a search bar useful?</li> <li>• What is an email?</li> <li>• What is meant by my Digital Footprint?</li> </ul> <p><b>Unit 2.3</b> Spreadsheets (4 lessons)</p> <ul style="list-style-type: none"> <li>• Why would you copy</li> </ul>	<p><b>Unit 2.4</b> Questioning (5 lessons)</p> <ul style="list-style-type: none"> <li>• How does a Pictogram show information?</li> <li>• How is information organised in a binary tree?</li> </ul> <p>How can a database help organise information?</p>	<p><b>Unit 2.5</b> Effective Searching (3 lessons) How can I search the Internet?</p>	<p><b>Unit 2.6</b> Creating Pictures (5 lessons)</p> <ul style="list-style-type: none"> <li>• What are the main features of Impressionism?</li> <li>• What are the main features of Pointillism?</li> </ul> <p>What are the main features of Surrealism?</p>	<p><b>Unit 2.7</b> Making Music (3 lessons)</p> <ul style="list-style-type: none"> <li>• What is meant by digital music?</li> <li>• How can I change how my music sounds?</li> <li>• What is it meant by the tempo of the music?</li> </ul> <p>Unit 2.8 Presenting Ideas (4 lessons)</p> <ul style="list-style-type: none"> <li>• What do we need to think about when</li> </ul>

		<p>and paste when using a spreadsheet?</p> <ul style="list-style-type: none"> <li>• How could a spreadsheet help you when you are planning some shopping?</li> </ul> <p>Look at the graph made in 2Calculate showing the class' favourite pets. Which is the most popular?</p>				<p>planning a presentation? Why should I plan out my presentation?</p>
<b>PSHE</b>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</li> <li>• Growing older; naming body parts; moving class or year</li> <li>• Safety in different environments; risk and safety at home; emergencies</li> </ul>		<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• What rules are; caring for others' needs; looking after the environment</li> <li>• Using the internet and digital devices; communicating online</li> <li>• Strengths and interests; jobs in the community</li> </ul>		<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Roles of different people; families; feeling cared for</li> <li>• Recognising privacy; staying safe; seeking permission</li> <li>• How behaviour affects others; being polite and respectful</li> </ul>	
<b>RE</b>	<p>Christianity: What is God like for Christians?</p>	<p>Christianity: Why is giving important to Christians?</p>	<p>Judaism: What is the Torah and why is it so important to Jewish families?</p>	<p>Christianity: Why do Christians call Jesus the saviour?</p>	<p>Islam: Who is Allah and how do Muslims worship him?</p>	<p>What makes a good leader?</p>
<b>PE</b>	<p><b>Ball skills:</b> In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the</p>	<p><b>Fundamentals:</b> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment.</p>	<p><b>Invasion:</b> Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as</p>	<p><b>Gymnastics:</b> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and</p>	<p><b>Athletics:</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in</p>	<p><b>Striking and fielding:</b> In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball.</p>

	<p>opportunity to work independently, in pairs and small groups.</p> <p><b>Dance:</b> Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the</p>	<p>Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p><b>Sending and receiving:</b> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by</p>	<p>well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	<p>travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><b>Fitness:</b> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination</p>	<p>performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><b>Target games:</b> Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling and striking towards targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation</p>	<p>They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p><b>Team building:</b> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>
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	music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	applying their skills in different situations		to work for longer periods of time		
<b>Music</b>	<b>Hands, Feet, Heart (South African Music)</b>	<b>I Wanna Play In A Band (Rock)</b>	<b>World Music Recorder Course (Instrument)</b>			
	<p>1. South African Music.</p> <ul style="list-style-type: none"> <li>To identify and find the pulse in a variety of songs.</li> <li>To recognise and name 2 more instruments (keyboard, bass, drums, electric guitars, vocals, trumpets and saxophones).</li> <li>To create simple rhythms.</li> <li>To recognise that songs sometimes have a question and answer section and a chorus.</li> <li>To play a tuned instrument accurately and in time using notes G, A &amp; C (B).</li> <li>To compose a simple melody using simple rhythms using notes C &amp; D (E, F, G).</li> <li>To know that high and low sounds can be used (pitch).</li> </ul>	<p>1. Playing together in a band.</p> <ul style="list-style-type: none"> <li>To identify the pulse and move their body to the pulse (beat).</li> <li>To sing and dance together, in time and using actions.</li> <li>To play accurately and in time, using notes D &amp; C (F, G).</li> <li>To compose a simple melody using simple rhythms using notes F, G &amp; A.</li> </ul>	<p>1. Basic techniques of recorder playing and develop musical skills that can be transferred to other tuned instruments.</p> <ul style="list-style-type: none"> <li>To play and sing a range of pieces from memory and from simple notation.</li> <li>To sit or stand with the correct posture.</li> <li>To listen to themselves and others, making improvements.</li> <li>To copy back and improvise simple phrases.</li> <li>To have a basic understanding of, and able to apply, pulse/beat, rhythm, pitch, tempo and dynamics.</li> <li>To create and perform their own rhythmic patterns.</li> <li>To compose, notate and perform short melodies.</li> <li>To recognise a range of orchestral instruments.</li> </ul>			

					<ul style="list-style-type: none"> <li>To have grown in confidence and want to celebrate their musical success with a performance.</li> </ul>	
<b>Opportunities for outdoor learning and maximising locality</b>	Maping outside Material hunt	Survival Forest School Daily mile	Leatherhead walk Human and physical features	Spiritual Garden	Scarecrow wood Rockpools	Plant experiment School grods spot different stages of plants and flowers.
<b>How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?</b>	Class rules and expectations Class Representative	Health and wellbeing (School menu)	Link to a school in South Africa (pen pal)	Spiritual Garden	Climate change children to come up with their own acrtions.	Spiritual Garden How has it changed since Spring 2