



## Charter Curriculum - September 2018

### Year 2

<b>English</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u>- You have the right to your own opinion.</li> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing and writing.</li> <li>➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources.</li> <li>➤ <u>Article 28</u>- You have the right to good quality education.</li> <li>➤ <u>Article 29</u>- Your education should help you use and develop your talents.</li> </ul>		
	Statutory	Greater Depth Objectives	Reference
<u>Reading - Word</u> (Range of reading)	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Pupil can read fluently, decoding is automatic and accurate.	Rising Stars - page 1 - 2  Letters and Sounds phase 4 and 5  TTEducation progression in Reading Year 2 National curriculum: Page 27
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Pupil can accurately, automatically and without undue hesitation blend alternative sounds for graphemes.	
	Read accurately words of two or more syllables that contain the same graphemes as above.	Pupil can accurately and rapidly read multi-syllabic words containing alternative sounds for graphemes.	
	Read words containing common suffixes.	Pupil can quickly and accurately read words with all common suffixes.	
	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.	Pupil can quickly and accurately read all common exception words, noting unusual correspondences.	
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Pupil can read almost all familiar words without undue hesitation and without overt sounding and blending.	



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	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	Assessments will be made from all points.	
<u>Reading - Comprehension</u> (Range of Reading)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Pupil can listen to, discuss and express views, justifying opinions about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Rising Stars - page 3 - 4</p> <p>TTEducation progression in reading Year 2 - Comprehension</p>
(Familiarity with texts)	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>Pupil can independently and accurately recount the main events across a wide range of age-appropriate stories, fairy stories and traditional tales in order and with detail.</p> <p>Pupil can almost always recognise simple recurring literary language in stories and poetry: <i>e.g. identifying rhyming words and alliteration in poetry.</i></p>	<p>National curriculum - page 28-29</p>
(Poetry and performance)	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Pupil can recall a repertoire of poems (at least 10, including some which are self-chosen) and can recite some of these with intonation to make the meaning clear.	
(Word meanings)	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Pupil can discuss and clarify meanings of words, almost always linking meanings to known vocabulary: <i>e.g. marketplace, unfortunately.</i>	



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(Understanding)	Understand both the books they can already read accurately and fluently and those they listen to by:		
	Discussing the sequence of events in books and how items of information are related.	Pupil can almost always discuss the order of events in books and explain how items of information are related.	Rising Stars - page 5  TTEducation progression in reading Year 2
	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Pupil can demonstrate their understanding by confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.	
	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Pupil can almost always recognise when their reading does not make sense and self-correct without undue hesitation.	
(Inference)	Making inferences on the basis of what is being said and done.	Pupil can almost always draw inferences based on what is being said and done: e.g. <i>The riding lessons are expensive but Aunt Al promised so I think she will pay. Sophie will learn quickly because she is determined and we know she isn't frightened because she got straight back on after she fell off in Cornwall.</i>	
	Answering and asking questions.	Pupil can almost always modify inferences by answering and asking questions.	
(Prediction)	Predicting what might happen on the basis of what has been read so far.	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: e.g. <i>Duncan is definitely going to be sick because he's been eating sweets and chocolate biscuits on the coach. The author says he goes a pale green colour and that means he's feeling bad.</i>	



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		<i>Poor Dawn is sitting next to him, so I think she's going to be sicked up on!</i>	
(Authorial Intent)	Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases.	Pupil can discuss their favourite words and phrases justifying their choice.	Rising Stars page 7  TTEducation progression in reading Year 2
(Non-Fiction)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways.	Pupil can explain the purpose of non-fiction books and how they are different from fiction books. They can quickly and independently identify key features and use these to help them find and understand information: e.g. <i>facts, photographs, diagrams, labels, index, heading and sub-heading, glossary.</i>	National curriculum - notes and guidance page 28 - 29
(Discussing Reading)	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Pupil confidently contributes a number of ideas to discussion, drawing on all the significant events and most of the key information. They almost always follow the agreed class rules for effective discussion, working confidently in a group of up to 6.	Rising Stars page 8  TTEducation progression in reading Year 2
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Pupil can confidently and accurately explain and discuss their understanding of what they have read, acted out or listened to, justifying their ideas and arguments.	National curriculum - notes and guidance page 28 - 29
<u>Writing - Transcription</u> (Phonics and whole word spelling)	Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Pupil can spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are almost always phonically plausible and increasingly correct.	National Curriculum page 29 - 30  Rising stars page 9 - 10



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	Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Pupil can spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupil can distinguish between, and almost always correctly spell, common homophones.	National Curriculum Notes and Guidance: year 2 page 30
	Spell by: learning to spell common exception words.	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.	
	Spell by: distinguishing between homophones and near-homophones.	Pupil can consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.	
(Other word building spellings)	Spell by: learning the possessive apostrophe (singular): e.g. <i>the girl's book</i> .	Pupil can consistently and confidently place the possessive apostrophe accurately in words with singular nouns.	National Curriculum page 29 - 30
	Spell by: learning to spell more words with contracted forms.	Pupil can consistently and confidently place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Rising stars page 10 - 11  National Curriculum Notes and Guidance: year 2 page 30
	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs>	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.	
(Transcription)	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Pupil can consistently and confidently remember and write a dictated sentence, applying phonic knowledge and punctuation accurately.	National Curriculum page 29 - 30 Rising stars page 11
(Handwriting)	Form lower-case letters of the correct size relative to one another.	Pupil can form almost all lower-case letters correctly as outlined in the school's handwriting	National Curriculum page 29 - 30



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		policy, with consistent control over their size. Presentation is almost always neat.	Rising stars page 11- 12  National Curriculum Notes and Guidance: year 2 page 30
	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Pupil can consistently and confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in accordance with the school's writing policy.	
	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Pupil can form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size.	
	Use spacing between words that reflects the size of the letters.	Pupil can consistently leave appropriately sized spaces between words.	
<u>Writing - Composition</u> (Contexts for writing)	Develop positive attitudes towards and stamina for writing by:		
	Writing narratives about personal experiences and those of others (real and fictional)	Pupil can write a longer narrative about personal experiences and that of others sustaining the clear and appropriate features of the given form.	National Curriculum page 29 - 30  Rising stars page 13
	Writing about real events.	Pupil can write a longer text about real events using the clear and appropriate features of the given form.	
	Writing poetry.	Pupil confidently and consistently uses appropriate structure and language of the chosen form.	
	Writing for different purposes.	Pupil can confidently write more complex narratives, poems, recounts and reports about real events for different purposes, showing writing stamina.	
Consider what they are going to write before beginning by:			



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(Planning and drafting writing)	Planning or saying out loud what they are going to write about.	Pupil can almost always say or record in writing or pictorially their ideas for writing.	National Curriculum page 29 - 30  Rising stars page 14 - 16
	Encapsulating what they want to say, sentence by sentence.	Pupil can consistently encapsulate what they want to say, sentence by sentence.	
	Writing down ideas and/or key words, including new vocabulary.	Pupil can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more to use to improve own writing.	
(Editing writing)	Make simple additions, revisions and corrections to their own writing by:		
	Evaluating their writing with the teacher and other pupils.	Pupil can independently reflect on what they have written, making suggestions for improvement linked to success criteria.	
	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Pupil can consistently and confidently reread their writing to check it makes sense and knows how to correct errors in the use of verbs to indicate time, including in the continuous form.	
	Proof-reading to check for errors in spelling, grammar and punctuation (e.g. <i>ends of sentences punctuated correctly</i> )	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.	
(Performing writing)	Read aloud what they have written with appropriate intonation to make the meaning clear.	Pupil can consistently and confidently read their writing aloud with expression to make the meaning clear to all.	



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<u>Vocabulary, grammar and punctuation</u> (Vocabulary)	Learn how to use: expanded noun phrases to describe and specify: e.g. <i>the blue butterfly</i> .	Pupil can consistently use expanded noun phrases to describe and specify.	National Curriculum page 30
(Grammar)	Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Pupil can confidently and consistently use subordination and coordination.	Rising stars page 17 - 18
	Learn how to use: sentences with different forms: statement, question, exclamation, command.	Pupil can confidently and consistently correctly structure statements, questions, exclamation sentences and commands.	TTEducation Progression in Writing Skills Year 2
	Learn how to use: the present and past tenses correctly and consistently including the progressive form.	Pupil can confidently and consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense.	National Curriculum Notes and Guidance: year 2 page 30
	Learn how to use: some features of written Standard English.	Pupil can confidently and consistently use features of standard written English.	
(Punctuation)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. <i>the girl's name</i> ).	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.	
<u>Genre and style</u>	<u>Narrative:</u> Traditional stories, different stories by the same author, stories with familiar settings, character and setting descriptions, extended stories/significant authors, stories from other cultures.		



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	<p><u>Non-fiction:</u> instructions, lists, letters, information texts, invitations, non-chronological instructions, reports, fact writing, explanation texts.</p> <p><u>Poetry:</u> Poems on a theme, using the senses, pattern and rhyme.</p>	
<p><u>Spoken Language</u></p>	<p><u>Statutory terminology:</u></p> <p>Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past/ present) Apostrophe Comma</p>	<p><u>Non-statutory terminology:</u></p> <p>Introduction Build up Problem Resolution Homophone/ homonym Vocabulary Syllable Alliteration Simile Joining word/ conjunction (interchangeably)</p>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u> - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>	



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<u>Number - Place Value</u>	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.	Practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency.	Teaching Mastery Year 2-pg.9-11  Rising Stars Framework Year-2 Pg.1-2  A guide to Mathematical Vocabulary Year 2
	Recognise the place value of each digit in a two-digit number (10s, 1s)	Count in multiples of 3 to support their later learning of a third.	
	Identify, represent and estimate numbers using different representations, including the number line.	Use larger numbers to develop recognition of patterns within the number system.	
	Compare and order numbers from 0 up to 100; use <, > and = signs.	Represent numbers in different ways, including spatial representations.	
	Read and write numbers to at least 100 in numerals and in words.	Partition numbers in different ways to support subtraction.	
	Use place value and number facts to solve problems.	They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers.	
They begin to understand zero is a place holder.			
Pupils may be able to carry out certain procedures and answer questions but the teacher will need to check that pupils really understand the idea by asking questions such as 'Why?' 'What happens if...?' and checking that pupils can use the procedures or skills to solve a variety of problems.			
<u>Number - Place Value vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Hundreds, thousand,, sequence, continue, predict, partition, sequence, consecutive, value, rule, one-,two-,three digit number, place, place value, stands for, represents, twenty-first, twenty-second..., exact, exactly, round, nearest, < and >, numeral.		



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<u>Number - Addition and Subtraction</u>	Solve problems with addition and subtraction:	Extend their understanding of the language of addition and subtraction to include sum and difference.	Teaching Mastery Year 2-pg.12-15  Rising Stars Framework Year-2 Pg.3-6  A guide to Mathematical Vocabulary Year 2
	Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Practise addition and subtraction to 20 to become increasingly fluent in deriving facts and inverse to calculate.	
	Applying their increasing knowledge of mental and written methods.	Check calculations by subtracting and adding numbers in a different order.	
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	Establish commutativity and associativity of addition.	
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers.	Record addition and subtraction in columns to support place value and prepare pupils for formal written methods with larger numbers.	
	Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot.		
	Recognise and use the inverse relationship between addition and subtraction and use this to check.		
Calculations and solve missing number problems.			
<u>Number - Addition and Subtraction Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Addition, sum, one hundred more, one hundred less, subtraction, tens boundary, calculate, calculation, correct, symbol, difference, inverse.		



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<b><u>Number - Multiplication and Division</u></b>	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including.	Use a variety of language to describe multiplication and division.	Teaching Mastery Year 2-pg.16-18  Rising Stars Framework Year-2 Pg.3-6  A guide to Mathematical Vocabulary Year 2
	Recognising odd and even numbers.	Introduce multiplication tables.	
	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.		
	Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.	Practise and become fluent in 2, 5 and 10 multiplication tables and connect them to each other.	
	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Connect the 10 multiplication table to place value.	
		Connect the 5 multiplication table to the divisions on a clock face.	
		Use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.	
		Use materials to relate multiplication and division and grouping and sharing discrete and continuous quantities, to arrays and to repeated addition.	
Relate fractions and measures.			
Use commutativity and inverse relations to develop multiplicative reasoning.			



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<u>Number Multiplication and Division vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Lots of, x times, multiply, multiplied by, multiplication, multiple of, product, once, twice, three times ... ten times, as big...long...wide...as... repeated addition, array, row, column, share equally, ne each, two each, three each etc.. group in pairs, threes...tens, equal groups of, ÷ divide, divided by, divided into, division, inverse.		
<u>Number - Fractions</u>	Recognise, find, name and write $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities.	Teaching Mastery Year 2-pg.19-22  Rising Stars Framework Year-2 Pg.7  A guide to Mathematical Vocabulary Year 2
Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .	Connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objectives or shapes.	They recognise $\frac{3}{4}$ as a non-unit fraction.	
	Count in fractions up to 10, starting from any given number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line, to reinforce the concept of fractions as numbers that they can add up to more than one.		
<u>Number Fractions vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Part, equal parts, fraction, one whole, one half, two halves, one quarter, two ... three... four... quarters, one third.		
<u>Measurement</u>	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest	Use standard units of measurement with increasing accuracy, using their knowledge of the number system.	Teaching Mastery Year 2-pg.23-26  Rising Stars Framework Year-2 Pg.8-10



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	appropriate unit, using rulers, scales, thermometers and measuring vessels.		A guide to Mathematical Vocabulary Year 2
	Compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$	Use appropriate language and record using standard abbreviations.	
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	Compare measures including simple multiples such as 'Half as high'; 'twice as wide'	
	Find different combinations of coins that equal the same amounts of money.	Become fluent in telling the time on analogue clocks and recording.	
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Become fluent in counting and recognising coins.	
	Compare and sequence intervals of time.		
	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	Read and say amounts of money confidently.	
	Know the number of minutes in an hour and the number of hours in a day.	Use £ and p accurately recording pounds and pence separately.	
<u>Measurement Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: £ and p, note (and the names of the notes), bought, sold, change, measuring scale, about, further, furthest, m to represent metre, centimetre (cm), tape measure, mass, weight, kilogram (kg), half kilogram, gram (g), capacity, volume, contains, litre (l), half litre, millimetre (ml), January, February..... December, fortnight, minute, second, quarter to, quarter past, digital clock, analogue clock, temperature, thermometer.		



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<u>Geometry - Properties of Shapes</u>	Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.	Handle and name a wide variety of common 2-D and 3-D shapes: including quadrilaterals and polygons, and cuboids, prisms and cones, identify the properties of each shape. Including number of sides, face/faces)	Teaching Mastery Year 2-pg.27-29  Rising Stars Framework Year-2 Pg.11-12  A guide to Mathematical Vocabulary Year 2
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	Identify, compare and sort shapes on the basis of their properties and sue vocabulary precisely, such as sides, edges, vertices and faces.	
	Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	Read and write names for shapes that are appropriate for their word reading and spelling.	
	Compare and sort common 2-D and 3-D shapes and everyday objects.	Pupils draw lines and shapes using a straight edge.	
<u>Properties of Shapes Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Property, surface, circular, triangular, rectangular, oblong, pentagon, hexagon, octagon, quadrilateral, kite, polygon, prism, vertical, horizontal, edge, vertex, vertices, 2D, 3D, line of symmetry, mirror line, reflection.		
<u>Geometry - Position and Direction</u>	Order and arrange combinations of mathematical objects in patterns and sequences.	Work with patterns of shapes, including those in different orientations.	Teaching Mastery Year 2-pg.30-31  Rising Stars Framework Year-2 Pg.11-12  A guide to Mathematical Vocabulary Year 2
	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns. (clockwise and anti-clockwise)	Use concept and language of angles to describe turn, by applying rotations, including in practical contexts by instructing other pupils and programing robots.	



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<u>Geometry - Position and Direction Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Route, higher, lower, straight line, map, plan, compass point, north, south, east, west, (NSEW)			
<u>Statistics</u>	Interpret and construct simple pictograms, tally charts, block diagrams and tables.	Record, interpret, collate, organise and compare information. For example, using many one-to-one correspondence in pictograms with simple ratios 2,5,10.	Teaching Mastery Year 2-pg.  Rising Stars Framework Year-2 Pg.13-14  A guide to Mathematical Vocabulary Year 2	
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.			
	Ask-and-answer questions about totalling and comparing categorical data.			
<u>Statistical Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Table, Column, row, diagram, tally, tally chart, block diagram, pictogram, represent, label, title, scale, most popular, least popular, most common, least common, category.			
<u>Mental Maths</u>	<u>Rapid recall</u> Addition and subtraction facts for all numbers to at least 10 <ul style="list-style-type: none"> <li>• All pairs of numbers with a total of 20 e.g. 13 +7</li> <li>• All pairs of multiples of 10 with a total of 100 e.g. 30+70</li> <li>• Multiplication facts for the 2 and 10 times tables and corresponding division facts</li> </ul>	<u>Mental strategies</u> Count on or back in tens or ones <ul style="list-style-type: none"> <li>• Find a small difference by counting up from the smaller number to the larger number</li> <li>• Reorder numbers in a calculation</li> <li>• Add three small numbers by putting the largest number first and/or finding a pair totalling ten</li> </ul>	<u>Mental calculations</u> Add or subtract any single-digit to or from any two-digit number, without crossing the tens boundary e.g. 62+4, 38-7 <ul style="list-style-type: none"> <li>• Add or subtract and single-digit to or from a multiple of 10 e.g. 60 + 5, 80 -7</li> <li>• Add or subtract and 'teens' number to any two-digit number, without crossing the tens boundary e.g. 23+14, 48+13</li> </ul>	<u>Times tables</u> Know 10x, 2x, 5x tables <ul style="list-style-type: none"> <li>• Count forwards and backwards in 3's to 36</li> <li>• Know inverse ÷ for 10, 2 and 5</li> </ul>



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	<ul style="list-style-type: none"> <li>• Double of all numbers to ten and the corresponding halves</li> <li>• Multiplication facts up to 5x5 e.g. 4x3</li> </ul>	<ul style="list-style-type: none"> <li>• Partition additions into tens and units then recombine</li> <li>• Bridge through 10 or 20</li> <li>• Use known number facts and place value to add or subtract pairs of numbers</li> <li>• Add or subtract 9,19,11 or 21 by rounding and compensating.</li> <li>• Identify near doubles</li> <li>• Use patterns of similar calculations</li> <li>• Use the relationship between addition and subtraction</li> <li>• Use knowledge of number facts and place value to multiply and divide by 2, 5 and 10</li> <li>• Use doubles and halves and halving as the inverse of doubling.</li> </ul>	<ul style="list-style-type: none"> <li>• Find what must be added to any two-digit multiple of 10 to make 100 e.g. <math>70 + ? = 100</math></li> <li>• Add or subtract a multiple of 10 to or from any two digit number, without crossing 100 e.g. <math>47 + 30</math>, <math>82-50</math></li> <li>• Subtract any two digit number from any two-digit number when the difference is less than 10 e.g. <math>78-71</math>, <math>52 - 48</math></li> <li>• Doubles of all number to at least 15 e.g. double 14</li> <li>• Double any multiple of 5 up to 50, e.g. double 35</li> <li>• Halve any multiple of 10 up to 100 e.g. halve 50</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 17-</u> The right to reliable information from a variety of sources.</li> <li>➤ <u>Article 24-</u> Every child has the right to the best possible health.</li> <li>➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> </ul>			
<u>Working Scientifically</u>	Asking simple questions and recognising that they can be answered in different ways.	Pupil can, with support, develop relevant, testable questions		



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	Observing closely, using simple equipment.	Pupil can observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length.	Rising Stars Progression Frameworks, Science Year 2 P.1-7.  Primary National Curriculum P.147 & P.151-153.
	Performing simple tests.	Pupil can conduct a series of simple tests.	
		Pupil can plan an enquiry, such as a comparative or fair test.	
	Identifying and classifying.	Pupil can, with prompting, suggest what an enquiry shows.	
	Using their observations and ideas to suggest answers to questions.	Pupil can recognise patterns that relate to scientific ideas, when prompted.	
		Pupils can, with support, use evidence to produce simple conclusions.	
	Gathering and recording data to help in answering questions.	Pupil can, with prompting, draw and label diagrams.	
<u>Living Things and their Habitats</u>	Explore and compare the differences between things that are living, dead, and things that have never been alive.	Research further examples to add to the categories: 'living', 'dead' and 'things that have never been alive'.	
	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Explain why there may be a limit as to how many of a certain living thing can live in a particular area.	
	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Identify a range of living things and suggest why they may be found in that habitat	
	Describe how animals obtain their food from plants and other animals, using the idea of a	Suggest, within a simple food chain, what might happen if one of the living things becomes scarce.	



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	simple food chain, and identify and name different sources of food.		
<u>Plants</u>	Observe and describe how seeds and bulbs grow into mature plants.	Compare and contrast the growth patterns of different types of plants.	
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify the effects of a shortage of each of the things that plants need to grow and stay healthy.	
<u>Animals, including humans</u>	Notice that animals, including humans, have offspring which grow into adults.	Compare and contrast adults and their offspring for different animals	
	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Suggest how the basic needs of different animals influence their choice of habitat.	
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Suggest effects of poor diet and hygiene.	
<u>Use of Everyday Materials</u>	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	For particular materials in particular uses, identify limitations as well as suitability.	
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.	
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		



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	Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.	Use their skills and knowledge to experiment and create works of art.	
	Looking at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Artist e.g. Kandinsky, Henri Rousseau	Begin to think critically about artists' work and express preferences giving simple reasons for their comments.	
<b>Computing</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</li> <li>➤ <u>Article 16</u> - You have the right to privacy.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>		
<u>Computer Science- Programming &amp; Coding</u>	Understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	The child can appreciate that some <b>algorithms</b> are more efficient than others. The child can think about everyday <b>algorithms</b> , such as classroom rules or procedures, or arithmetic operations, and look for easier or faster ways to	Knowsley- Code-tastic



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		get things done. The child can create <b>programs</b> for computers and look for other ways to do the same thing, deciding which way would be better. The child can understand that the same <b>algorithm</b> can be implemented in multiple programming languages. The child should be able to explain some of the differences between these languages.	
<a href="#"><u>Computer Science- Programming &amp; Coding</u></a>	Create and debug simple programs	The child can create more complex <b>programs</b> on screen, correcting any errors. The child can create more complex <b>programs</b> on screen with a particular goal or purpose in mind (e.g. drawing compound shapes, making a simple <b>scripted</b> animation or modifying someone else's <b>program</b> ).	Knowsley- Let's fix it
<a href="#"><u>Computer Science- Programming &amp; Coding</u></a>	Use logical reasoning to predict the behaviour of simple programs.	The child can work out some of the underlying <b>algorithm</b> by experimenting with a <b>program</b> while it runs. The child can take a simple game or piece of application <b>software</b> and <b>reverse engineer</b> at least some of the steps or rules that were present in the underlying <b>algorithm</b> .	Knowsley- Let's fix it
<a href="#"><u>Digital Literacy- Safety &amp; Security</u></a>	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	The child can stay safe and act respectfully and responsibly when using digital technology. The child should know that they need to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the <b>web</b> and that they should close the screen (or similar action) if they find inappropriate images. They	Knowsley- Digital citizenship and technology



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		<p>should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement. They should know that emails can have files attached that could harm their computer. They should know that digital photos sometimes contain hidden (meta) data that can reveal where. The child can show some understanding of broader issues around online privacy. The child should show some awareness of other issues around privacy. They can show they are aware that information on computers is likely to remain available for a very long time and cannot easily be removed.</p> <p>They might discuss how their use of the <b>web</b>, searches and email can be monitored by those who provide the services and those who run computer <b>networks</b>, including at school.</p>	
<p><u>Computer</u> <u>Science-</u> <u>Understanding</u> <u>networks</u> <u>Digital</u> <u>Literacy-</u> <u>Digital</u> <u>Research</u></p>	<p>Recognise common uses of information technology beyond school.</p>	<p>The child can consider when digital technology leads to improvements or has the potential to make things worse. The child can take a critical stance towards technologies, considering ways in which it has improved things and balancing these with possible disadvantages. They might compare board games and computer games; digital photography with traditional film; using the library with accessing the <b>web</b>; sending a letter with sending an email.</p>	<p>Knowsley- Young authors</p>



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<p><u>Creative Technology- Communication &amp; Collaboration Digital Content: Multimedia</u></p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>The child can show some understanding that different types of information are all stored in a digital format on computers. The child can give some explanation of how information is stored on computers and other <b>digital devices</b>, recognising that information must always be stored as <b>sequences</b> of numbers, irrespective of the original form of that information.</p> <p>The child can create and edit original content for a given purpose using digital technology and paying attention to the intended audience.</p> <p>The child can create and edit their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones with <b>network</b> connections, digital cameras, video cameras and audio recorders, although editing is likely to take place on laptops or tablets. Projects might include digital photography, creating image-based presentation slides, composing an email and creating simple charts. Look for some indication of the child's creativity in this work and evidence that they have edited content. The child should be able to explain how they have taken into account the needs of their intended audience.</p>	<p>Knowsley- Super Sci Fi Word Cross curricular</p>
<p><b>Design and Technology</b></p>	<p>➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>		



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	<ul style="list-style-type: none"> <li>➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		
<u>Design</u>	Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Identify the purpose and function of products, comparing them.	Suggestions:  Fridge magnets.
		Identify who the product is for and what its purpose will be.	
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Explain what they have designed and why referring to a drawing or template. Research designs on the internet.	
<u>Make</u>	Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Independently identify tools needed to make their product including how they will join and shape.	Vehicles - exploring wheels, axels and pivots. Or Robot - with moving parts e.g. wheels and lever.
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		Weaving using lolly sticks.
<u>Evaluate</u>	Explore and evaluate a range of existing products.	State what products are used for and justify why they think one is better than another.	
	Evaluate their ideas and products against design criteria.	Compare their product with their design and identify what they changed/would change and why.	



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		Explain why they have selected certain materials and why they think they are more appropriate. Identify how the mechanisms move and what their purpose is.	
<u>Cooking &amp; Nutrition</u>	Use the basic principles of a healthy and varied diet to prepare dishes.	Sort food according to food group and plan a healthy lunch.	Healthy sandwiches Biscuits Salad
	Understand where food comes from.	Can identify where a range of food comes from e.g. milk, yoghurt, bacon, steak etc.	
<b>Geography</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 17</u>- The right to reliable information from a variety of sources.</li> <li>➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> </ul>		
	Location of hot and cold areas in the world in relation to equator.	The children can know the relative locations of the continents and oceans to the equator.	Compare human and physical geography of a part of the UK with a non-EU country.
<u>Locational knowledge</u>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps. The child can know the local area and its physical and human geography.	Rising Stars Progression Framework, Geography Key Stage 1, P.1-3.  Primary National Curriculum P.185
<u>Place Knowledge</u>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	The child can make observations about, and describe the local area and its physical and human geography, and suggest how they are connected.	



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		<p>The child can confidently describe the physical and human geography of a distant place.</p> <p>The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so.</p>	
<u>Human and Physical Geography</u>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.</p>	
	<p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>The child can recognise different natural environments and describe them using a range of key vocabulary.</p>	
	<p>Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>The child can identify different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>The child can describe their features and some activities that occur there using key vocabulary.</p>	
<u>Geographical Skills and Fieldwork</u>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles.</p> <p>The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	



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	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>The child can describe a journey on a map of the local area locating features and landmarks seen on the journey.</p>	
	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks.</p>	
	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>The child can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map.</p>	
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>➤ <u>Article 8</u>- You have the right to an identity - an official record of who you are. No one should take this away from you.</li> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> <li>➤ <u>Article 38</u>- You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</li> </ul>		
<p><u>Constructing the past</u></p>	<p><b>Events beyond living memory that are significant nationally or globally.</b> <b>Suggested Topic: The great fire of London, First aeroplane flights.</b></p>		



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	Know where people and events fit within a chronological framework.	Give a valid explanation for their sequence of objects and events on timelines or narratives they have written.	
	Develop awareness of the past, using common words and phrases relating to the passing of time.	Use complex time terms, such as 'BCE/AD' and period labels and terms.	
	Understand some of the ways in which they find out about the past.	Critically evaluate the usefulness of sources and parts of sources to answers historical questions.	
	Identify ways in which the past is represented.	Critically evaluate the usefulness of sources and parts of sources to answer historical questions.	
<u>Cause and Effect</u>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements. Use these to compare aspects of life in different periods.</b></p> <p><b>Suggested topic: Christopher Columbus/Neil Armstrong, Elizabeth 1<sup>st</sup>/Queen Victoria.</b></p>		
	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Comment on a few valid causes and effects relating to many of the events covered.	Rising Stars Progression Guidance KS1
	Identify similarities and differences between ways of life in different periods. (beyond living memory)	Describe independently and accurately similarities, differences and changes both within and across time periods and topics.	
	Ask and answer questions. Use a wide vocabulary of everyday historical terms.	Independently pose a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary effectively.	
<b>Languages</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others.</li> <li>➤ <u>Article 28</u>- You have the right to good quality education</li> <li>➤ <u>Article 29</u>- Your education should help you use and develop your talents.</li> <li>➤ <u>Article 30</u>- You have the right to practice your own culture, language and religion.</li> </ul>		
<u>Speaking and Listening</u>	Listen carefully to my teacher and give a simple response.		This is what languages looks like at Charter.



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	Respond using actions, e.g. for a song or for a rhyme.		Little Languages Scheme
	Join in with the actions and some of the words of rhymes and songs.		
	Join in a game where pupils have to listen to know what to do.		
	Ask teacher for help if pupil doesn't understand a word.		
	Understand some spoken words and phrases that have been heard before.		
	Often copy the pronunciation of words correctly.		
	Orally describe themselves by talking about age and name.		
<u>Speaking and Listening</u>	Use pictures to help identify and recognise words.		
	Enjoy listening to songs and rhymes in a target language.		
	Join in with familiar songs or rhymes with repetitive phrases, e.g 'Alloutte, gentille alloutte, alloutte, gentile alloutte, alloutte je te plumerai...'		
	Hear the teacher using different vocabulary and phrases in the target language.		
	Make connections between spoken and written words, e.g. hearing bonjour and recognising the written word.		



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	Attempt the spelling of familiar words in the target language, e.g phonetically write 'bonjour' the children may write b-o-n-j-o-r		
<u>Grammar</u>	Be aware that the alphabet in French is different to that in English. E.g. I know that the 'A' in English can be pronounced as 'ah'. E.g. Ah, bay, say, day, eugh, eff...		
<u>Intercultural understanding</u>	Appreciate that some countries have a different culture to their own.		
	Know some similarities and differences between their own country and others.		
	Watch videos of children in different countries.		
	Recognise how these children are similar or different to them.		
<b>Music</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, by drawing, by writing or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Increase the complexity and diversity of songs learned. Can children innovate the lyrics to a well-known melody Eg: London's Burning (History link)? Learn by heart a wide range of rhymes and	KS1 Christmas show  Weekly whole school singing



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		chants. Children can sing simple rounds in two then three parts. Children know the terms: melody, lyrics, volume (loud and soft), pitch (high and low)	Link to History topic 'Great Fire of London'
	Play <b>tuned</b> and untuned instruments musically.	Show how to play <b>tuned</b> instruments musically Eg: identifying whether notes are high or low or if notes step up note by note or as a jump up or , down. Children can hold a beater correctly and play a range of tuned percussion sensitively Eg: Individual chime bars, metallophone, hand chimes, xylophone and glockenspiel.	Individual sets of chime bars/Hand chimes - kept in spare cupboard in Year 1 classroom
	Listen with concentration and understanding to a range of high-quality live and recorded music.	Children can listen for increasingly longer periods of time. Can they recognise what instruments are playing? Children can give an opinion as to why an instrument has been chosen.	'Carnival of the Animals' - Camille Saint Saens Link to History topic 'Fire of London'
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Provide regular opportunities for children to compose music Eg: combine instruments to make the sounds of animals and to support story telling activities Eg: Little Red Riding Hood. Select appropriate instruments for particular sounds. Begin to record in a pictorial way*	'Music Express Year 2' is a good resource to dip into*
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 17-</u> You have the right to get information that is important to your well-being.</li> <li>➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</li> <li>➤ <u>Article 28-</u> You have the right to good quality education</li> <li>➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities.</li> <li>➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		



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	Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.	Play a variety of games involving running, jumping, throwing and catching. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	REAL PE peprimary.co.uk imoves.com
	Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and accuracy.	REAL PE REAL GYM peprimary.co.uk imoves.com
	Participate in team games, developing simple tactics for attacking and defending.	Develop a greater understanding of some simple tactics used in playing games. Develop a range of sending and receiving skills and perform these with control. Develop spatial awareness when playing running, chasing and dodging games. Develop a greater understanding about rules, including scoring.	REAL PE peprimary.co.uk imoves.com
	Perform dances using simple movement patterns.	Explore, remember, repeat and link a range of actions with coordination and control. Develop an awareness of the expressive qualities of the dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.	REAL PE peprimary.co.uk imoves.com
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously.</li> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> </ul>		



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<u>AT1</u>	Learning to retell Bible stories that show kindness.	To consider how stories of kindness in the Bible influence the way Christians behave towards other people.	Discovery RE Autumn 1 Christianity What did Jesus teach?
	To reflect on the Christmas story, and their understanding of events.	To consider the reasons for Jesus's birth, and how the Christmas story explores these reasons.	Discovery RE Autumn 2 Christianity Christmas
	To know the story of Passover.	To understand the story of Passover in a wider historical context.	Discovery RE Spring 1
	To understand how celebrating Passover and keeping Kashrut help Jews show God that they value their special relationship with Him.	To understand the practices of Passover.	Judaism Relationships with God
	To learn to understand the special relationship between religious people and God.	To relate to special relationships in their own lives.	Discovery RE Summer 1 Comparative Religious leaders and teachings.
	To understand the special relationship between Jews and God.	To explore how relationships are build up within the Jewish community in relation God.	Discovery RE Summer 2



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			Judaism Commitment
	To explore the promises people make to each other and how they affect their lives.	To understand how promises and commitment to God underpin a Jew's actions.	Discovery RE Summer 1 Comparative Religious leaders and teachings.
	To learn to understand the special relationship between religious people and God.	To relate to special relationships in their own lives.	
<u>AT2</u>	To consider their own values and what they are committed to.	AT2 To explore Christian values and how they affect a Christian's commitment.	Discovery RE
	To understand the importance of belonging.	To understand their role in making people feel that they belong.	
	To think about how the promises they make affect those around them.	To develop an understanding of the implications of giving and receiving promises.	
	To consider the concept of 'truth,' in their own lives.	To consider the concept of 'truth,' in relation to religious scripture.	
	To identify areas of diversity within their own family and community.	To consider similarities and differences within their own family and community.	
	To ask questions about the purpose of practices.	To build questions which lead to a greater understanding.	
<u>PSHEE</u>	<ul style="list-style-type: none"> <li>➤ <u>Article 2-</u> To be respected- No child should be treated unfairly.</li> <li>➤ <u>Article 5-</u> Your family has the responsibility to help you learn to exercise your rights and to ensure these are protected.</li> <li>➤ <u>Article 9-</u> Children must not be separated from their parents unless it is in their best interests.</li> <li>➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14 -</u> Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 15 -</u> You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</li> </ul>		



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	<ul style="list-style-type: none"> <li>➤ <u>Article 16</u> - You have the right to privacy.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family.</li> <li>➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>	
<u>Developing confidence and responsibility</u>	To recognise what they like and dislike, what is fair and unfair and what is right and wrong.	Pupils to explain why something is fair/unfair and to say why something is right and wrong.
	To think about themselves, learn from their experiences and recognise what they are good at.	Pupils to explain what they have learned from difficult experiences and to recognise how this has helped to develop their confidence.
	To understand how to set simple goals.	Children to set themselves simple goals and explain how these will be achieved.
<u>Preparing to play an active role as citizens</u>	To recognise choices they can make and the difference between right and wrong.	Pupil to explain to others why something is right or wrong and choices they make.
	To realise that people have needs and that they have responsibilities to meet them.	To understand the different needs for parents, school and the wider community.
	To recognise what improves their local, natural and built environment.	Pupils to explain how their local, natural and built environment improves.
	To realise that money comes from different sources and that it can be used for different purposes.	Pupil understands the concepts of spending and saving, keeping it safe and choices that may influence spending money.



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	That all household products including medicines can be harmful if not used properly.	To explain why household products are harmful and how they can keep themselves safe.	
	That there are rules for, and ways of, keeping physically and emotionally safe (including basic road safety, online safety). Know about people who can help them to stay safe.	Children to explain basic responsible use of safety online, cycle safety and safety in the environment.	
<u>Developing good relationships and respecting the differences between people.</u>	To identify and respect the differences and similarities between people.	Children to explain who to go to if they are worried and how to attract their attention, to explain ways that different people can help them.	
	To understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.		
<b>Sex and Relationship Education</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 2-</u> To be respected- No child should be treated unfairly.</li> <li>➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 16 -</u> You have the right to privacy.</li> <li>➤ <u>Article 17 -</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28 -</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31 -.</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>		
	What	Sheets from Living and Growing book	Other points to include



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	To know how they entered the world (grew in a womb, birth and link to birthday)		
	To know about changes that have taken place to themselves so far and what will happen in the future.	What can we do?	
	To understand physical changes that occur from childhood to adult	Parts of the body Include facts from parts of the body sheet, but do not use the sheet.	
	To use appropriate body vocabulary	Vocab from above sheet only	
	To know that babies are made by a man and a woman.		Can have 2 mums or dads, adoption, fostering, step-parents, single parents.
	To understand conception with an egg, sperm and womb.		
	To know what a foetus can do in the womb as it grows.		
	To think about why relationships beyond the family are important.		'The great big book of families' book
	To know why they are all special people.		
<b>SMSC</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u>- You have the right to give your opinion, and for adults to listen and take it seriously.</li> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> </ul>		



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<u>Spiritual development</u>	<b>Requirement Objectives</b>	<b>Projects/Activities</b>
	To develop a sense of enjoyment and fascination in learning about others and the world around them.	Parent / grandparent interviews. Visitor to interview Link to science - habitats - minibeast hunts etc.
<u>Moral development</u>	Understanding of the consequences of their behaviour and actions within their family and friendship group.	SEAL resources to support. Story and role play
<u>Social development</u>	Being able to resolve conflicts effectively.	Use of literacy e.g. have Jack write a letter of apology to the giant.
<u>Cultural development</u>	Developing an understanding and appreciation of wide cultural influences and the cultures of others.	Applying existing topics in a broad cultural manner eg, Music statement - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
		Learning songs, and their meanings, in different languages. (Global Learning diversity)
		Link with DT - food - tracing the origins of the ingredients.
<b>British Values</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously.</li> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> </ul>	



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	<p><u>Mutual Respect</u> How to respect others when we don't agree with them.</p>	<p>Book - Little Worm's Big Question Role play</p>
	<p><u>The rule of the law</u> To understand that in Britain the police force makes sure people do not break the law - they are there to keep you safe.</p>	<p><b>**Police visit or visit the police station**</b> Role play Deputising children</p>
<p><b>Global Learning</b></p>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family.</li> <li>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>	



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	<u>Global Citizenship</u> Understanding of the consequences of their behaviour and actions on a local, national, and international level.	Food wastage. Link to science and DT - food, growing plants etc. Global Dimensions website has lots on this topic. Recycling
	<u>Conflict Resolution</u>	Link with British Values and Moral development activities.
	<u>Sustainable Development (Global goal 12)</u> Appreciating the importance of sustainable resource use. Repair, reuse, recycle.	Link with food waste project. What can be done with left-over food? Look at use by dates etc. Visit a supermarket and survey how many types of beans etc. we can choose from. Which fruit/veg is in season compared to what's on the shelf? Is it sustainable / ethical to have strawberries flown in from South Africa in November? Do we need or want them?
<b>Big Questions</b> 1 per long term	Is it my job to look after myself?	
	Can people trust me?	
	Am I ready to learn?	