

The Banks Road Curriculum

“If we didn’t have a curriculum that developed the basic skills then it would be fair to say that we were failing our children. I think it’s also reasonable to suggest that the curriculum would be a failure if it didn’t instil a desire to learn by producing children who ‘seek out and enjoy challenges.’” (Jonathon Lear: The Monkey Proof Box Curriculum Design for building knowledge, developing creative thinking and promoting independence 2019)

The Banks Road Curriculum is knowledge rich and skills based. These are the key principles which underpin our curriculum:

- We recognise that young children have a short attention span and limited focus beyond their immediate experiences and we aim to develop this through termly themes which focus on central concepts which children use to create meaningful links in their learning. Children are exposed to these themes through a series of ‘components’ which develop both their knowledge of the world (non-fiction) and imagination (fiction).
- We believe that one of the biggest challenges facing our young people when they grow up will be caring for their planet and as such we try to ensure they have many successful opportunities to make a difference to their immediate environment, learn outdoors and care for nature.
- We believe that equality of opportunity is fundamental not just within school but also in wider society and we aim to equip our children with a sense of responsibility to care for and support those less fortunate than themselves. We value diversity and promote positive respectful relationships and open mindedness that encourage our children to do the same.
- We believe that young children need nurturing to develop empathy and compassion for others and consequently PSHE and RE are central threads through our curriculum.
- We believe that a successful Curriculum requires rigour and progression. We use subject based skills progressions to ensure this rigour and progression is present across the curriculum.
- We believe that in the Early Years and Key Stage 1 we have a fundamental responsibility to equip children with the basic skills in reading, writing and maths. Reading and sharing books individually with an adult is a right for all children and it is our responsibility to ensure access to high quality diverse fiction/non-fiction and opportunities to engage in a ‘text rich’ curriculum.

Our Long Term Planning for the Curriculum is organised into termly themes which cover 3 key concepts (composite knowledge). According to the stage of development and age of children these themes are then broken into smaller ‘components’ which allow children to meet the concepts in a variety of meaningful ways. This helps them to make links across subjects and make sense of the world around them. Our Long Term planning includes the National Curriculum Knowledge and Skills Progression for individual subjects to ensure rigour and progression. Finally our Long Term Planning is a working document which also includes practical information that teachers find useful to store centrally including a brief overview of English units of work and an overview of Maths units of work for each term, cultural capital opportunities and key dates for assessment and moderation.

<u>Year 2</u>	Theme 1 Discover		Theme 2 Explore		Theme3 Create	Theme 4 Create
2021 - 2022	1 st Sept – 17 th Dec 2021		4 th Jan – 1 st April 2022		19 th April – 28 th July 2022	
Key Concepts (Composite)	Community, Responsibility and Resilience. (These key concepts underpin all our Year 2 experiences)		Strength, Faith, Sustainability. Daniel, David, Joseph		Diversity	Compassion, Change
Key Question	What can I learn from the past?		What makes the world a better place?		Is it good to be different?	What has changed for me? How do I manage change?
Projects	Brilliant Beginnings Time Travellers		Famous individuals who have improved the world. How we can improve our world		Scientific Diversity – Animals	Transition
Cultural capital	Newstead Abbey – Victorian Christmas Children in Need School Christmas traditions and experiences Bonfire Night		In school : Storyteller for World Book Day Eco club – supporting environmental initiatives across school.		YHA and Conkers – end of year celebration In school : African Dance or Drumming workshop End of Year Celebration Show	
Write Stuff Units of Work	Narrative – Story – Traditional Tale – Little Red Reading Hood (Writing Moderation as KS1 for baseline) Narrative – Diary writing – The Great Fire of London Non-Fiction – Lyrical Explanation – In My Heart ...A book of Feelings Narrative – Story – My Christmas Star		Narrative - Comic Strip – Supertato Non-fiction – Biography – Rosa Parks / Emmeline Pankhurst Non-fiction – Instructions – How to make a superhero vehicle (Writing moderation as KS1 for mid year review) Narrative – legend : George and the Dragon		Non-chronological reports – Big Cats Narrative – story – The Enormous Crocodile (Writing moderation as KS1 for end of year)	Poetry – If I were in charge of the world
English Units of Work	James Carter – Firework Poem : firework poetry Learn a poem by heart for National Poetry Day (7 th October 2021)		Prince of Egypt (cross curricular RE) School improvement project – eco club, playground pals, school council.		Reading Aloud – How to Be A Lion Transition Letters for Bispham The Lion King – character descriptions	End of year show
Maths	Place value and Addition and Subtraction	Addition and Subtraction and Money	Multiplication and Division and Time	Fractions, Calculations, Position and Direction Measures (1)	Reviewing Calculations and Problem Solving. Money	Statistics, Properties of Shape. Measures (2)

Theme 1 Discover

KEY CONCEPTS: Community, Responsibility and Resilience.

Key Foundation Subject		PSHE	RE
History : A high-quality history education will <ul style="list-style-type: none"> inspire pupils’ curiosity to know more about the past. equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Connection to concepts – Community, Responsibility and Resilience. <ul style="list-style-type: none"> Explore the Titanic – find out about different classes and how they were affected when it sank. Was it fair? Use historical sources to examine who was responsible. Explore The Great Fire of London – what was the community like that they lived in? How did they support one another when the fire broke out? Did people do what was best for themselves or for everyone? Charles Dickens – Scrooge – why were some people poor – find out about the workhouses and everyday life of people during Victorian era. Who should look after those in need? Explore Christmas as season for helping others – what do we do now in our community to help others at Christmas? How did these traditions start? Remembrance day – why do we remember World Wars? Explore life in the trenches during WW1 – resilience and community aspects. 		PSHE: Values Week : BRILLIANT BEGINNINGS Connection to Concepts: Community, Responsibility and Resilience. Families and Close Positive Relationships R1 – R5. <ul style="list-style-type: none"> Roles of people, how do we feel cared for, different types of families, common features of family life. Shared Responsibilities L1 – L3 <ul style="list-style-type: none"> What rules are and why they are needed, responsibilities for caring for others, things to look after the environment. Communities L4 – L6 <ul style="list-style-type: none"> Different groups we belong to, roles and responsibilities in the community, how are we the same/different. November : Anti Bullying Week Managing hurtful behaviour and bullying R10 – R12 September : Safety and ESafety Safe Relationships - R14, R17, R20. How to use the internet - L7 – L9. TALKING POINTS : 5 (angry), 6 (kindness – impact on others), 7 (right and wrong),	RE: Unit 2.3 What Does It Mean to Belong? Connection to Concepts: Community, Responsibility and Resilience. <ul style="list-style-type: none"> What does it look like to belong to the Christian religion in Toton? What groups do we belong to? In school, community – how does this contribute to happiness. Why does belonging matter and how can we be good members of a group? Who am I and where do I belong? How do we show belonging? Church, Symbols, Cross. Explore ways Christians belong – baptism and christening. Story of Jesus baptism. Symbolic for belonging. Talk about non-religious people – golden rule – how can humanity belong together?
Science <i>Plague – hygiene, investigation – germ spread</i> <i>Titanic – waterproofing/floating & sinking</i> Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Observing closely, using simple equipment Performing simple tests Skills Based Pupils will be taught to: <ul style="list-style-type: none"> Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables. 	History <i>20.9 & 27.9 Great Fire, 4.10 Plague, 1.11 Gunpowder Plot, 7.11 Remembrance, 15.11 Titanic, 22.11 & 29.11 Victorians, 6.12 Exhibition</i> Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Skills Based Pupils will be taught to: <ul style="list-style-type: none"> Sequence artefacts closer together in time. Describe an experience or event in their lives. 	Art <i>Great Fire – layered art, Bonfire – outdoor, big art, Remembrance - poppies, Titanic - clay</i> Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. Skills Based Pupils will be taught to: <ul style="list-style-type: none"> Show texture and patterns in their drawings. Draw for a sustained period of time. Experiment with tools and techniques including layering (painting) Create textured collages from a variety of media. 	Design and Technology <i>Great Fire - houses, Titanic - TASC, Victorians – decorations/Christmas cards</i> Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing) Evaluate their ideas against design criteria. Build structures exploring how they can be stronger, stiffer and more stable. Skills Based Pupils will be taught to: <ul style="list-style-type: none"> Explain what I want to do and describe how they may do it. Give reasons why these are the best tools or materials.

<ul style="list-style-type: none"> • Perform simple tests • Communicate their findings in a range of ways and begin to use simple scientific language • Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing) • Use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Identify similarities/differences between periods. • Know where all people/events studied fit into a chronological framework. • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. • Compare 2 versions of a past event. • Discuss reliability of photos/accounts/stories. • Ask and answer questions. • Use a source • Use Year 2 historical language – source, cause, consequence, empathy, time period, chronological, order, historians 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes in thumb pot, simple coil pots and models. • Understand the safety and basic care of materials and tools. • Experiment with and construct and join recycled, natural and man-made materials more confidently. • Record and explore ideas from first hand observation • Review what they and others have done and say what they think and feel about it. 	<ul style="list-style-type: none"> • Describe my design by using pictures, words, diagrams. • Explain what I am making and why it fits the purpose. • Make suggestions about what to do next. • Join materials and components with support. • Describe what went well and not so well. • Evaluate what I would do differently. • Judge my work against design criteria. • Measure materials to use in a model or structure. • Join materials in different ways.
<p>Geography</p>	<p>Computing <i>Gunpowder Plot – coding, plotting, Exhibition – inputting skills (word), E-safety (within values weeks)</i> Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully, keeping personal information private, identify where to go for help or support when they have concerns. <p>Skills Based Pupils will be taught to:</p> <ul style="list-style-type: none"> • Create and debug simple programs. • Use technology safely and respectfully. • Keep personal information private. • Identify where to go for help and support. • Use technology purposefully to create and manipulate content. • Use technology purposefully to store, organise and retrieve content. 	<p>Physical Education <i>Autumn 1 – games (working together/values)</i> <i>Autumn 2 – dance – Gunpowder Plot)</i> Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. <p>Skills Based Pupils will be taught to:</p> <ul style="list-style-type: none"> • Can demonstrate basic defending principles. • Can demonstrate basic attacking principles. • Can demonstrate basic tactics in a game. • Can make in game decisions about space and act on them accordingly. • Respond appropriately to a variety of stimuli through movement. • Move with appropriate actions and timing in response to stimuli. • Demonstrate control of movement using actions, space, relationships, dynamics. • Use own ideas to sequence dance. • Sequence and remember a short dance. 	<p>Music <i>Ring-a-roses, London’s Burning, Nutcracker & own score, Victorian carols</i> Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and detuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using inter-related dimensions of music. <p>Skills Based Pupils will be taught to:</p> <ul style="list-style-type: none"> • Use voices creatively and expressively. • To sing with the sense of shape of the melody. • To create and choose sounds for specific effect. • To perform rhythmical patterns and accompaniments, keeping a steady pulse. • To identify what improvements could be made to own work and make these changes. • To confidently represent sounds with a range of symbols, shapes or marks. • To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.

Theme 2 Explore
<p>KEY CONCEPTS: Strength, Faith, Sustainability.</p>

Key Foundation Subject		PSHE	RE
Geography : Connection to Concepts: Strength, Faith and Sustainability.		PSHE: Healthy Schools Week : H4 Why sleep is important, Hygiene Routines H10 People who keep us healthy. TALKING POINTS 1 (exercise), 2 (vegetables), 3 (medicines), 4 (looking after me) Healthy Lifestyles H1 – 10 good health, sleep, hygiene, people who keep us healthy, dental care. Connection to Concepts: Strength, Faith and Sustainability. TALKING POINTS 9 (Rights and Responsibilities), 11 (How to save the planet), ESafety Day – Talking Points 17 (Am I safe online)	RE: Unit 2.4 Story – How and why are some stories important to religions? What can we learn from these stories and from the Torah, The Bible and The Qur’an (The Prophet and the Ants, The Crying Camel) Unit 2.1 Leaders - What makes some people inspiring? Behaviour shown by leaders, encounter wise sayings, rules for living – link to commandments. Recipe for living together happily. Consider what makes a leader – behaviour, wisdom, rules for living harmoniously. Connection to Concepts: Strength, Faith and Sustainability. Christian/Jewish stories – of Daniel, David and Joseph. Exploring what is strength, how does faith help leaders be strong? Link to standing up for ourselves and others. Moses (Prince of Egypt) – exploring values shown by Moses, having faith in other – Moses in God, Us in our religious beliefs or those who lead us, faith in those in our community. Leadership – how do leaders make a difference? Strength to lead others – Inspire ourselves and others.
Science Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Skills Based Pupils will be taught to: <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	History Knowledge Rich Events beyond living memory that are significant nationally – Great Fire of London, Victorians, The World Wars, Titanic. The lives of significant individuals in the past who have contributed to national and international achievements – Queen Victoria, Samuel Pepys, Charles Dickens. Skills Based Using language and phrases relating to the passing of time to identify where events and individuals studied fit into a chronological framework. To identify differences between different ways of life at different times. Recognise why people did things, events happened and what happened as a result. Compare versions of a past event – Titanic and Great Fire of London. Observe, handle and compare sources and discuss reliability of them. Ask and answer questions.	Art Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Skills Based Pupils will be taught to: <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	Design and Technology Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Skills Based Pupils will be taught to: <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions

	Communicate their knowledge through discussion, drawing, drama/role play, making models, writing, ICT. Use Historical vocabulary for Year 2.		
<p>Geography</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables. Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing) Use their observations and ideas to suggest answers to questions 	<p>Computing</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables. Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing) Use their observations and ideas to suggest answers to questions 	<p>Physical Education</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables. Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing) Use their observations and ideas to suggest answers to questions 	<p>Music</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables. Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing) Use their observations and ideas to suggest answers to questions

<p>Theme 3</p> <p>Create</p>
<p>KEY CONCEPTS:</p> <p>Diversity, Compassion and Change.</p>

Key Foundation Subject	PSHE	RE
<p>History :</p> <p>A high-quality history education will</p> <ul style="list-style-type: none"> inspire pupils’ curiosity to know more about the past. equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. <p>Connection to concepts – Community, Responsibility and Resilience.</p> <ul style="list-style-type: none"> Explore the Titanic – find out about different classes and how they were affected when it sank. Was it fair? Use historical sources to examine who was responsible. Explore The Great Fire of London – what was the community like that they lived in? How did they support one another when the fire broke out? Did people do what was best for themselves or for everyone? 	<p>PSHE:</p> <p>TALKING POINTS :</p> <p>8 (compromise), 10 (Contribution and fundraising), 12 (Where could my money come from),</p> <p>13 (Do I know my body), 14 (What does private mean) 15 (who can I trust) 16 (Should I keep a secret) – link to Pants rule in preparation for Residential Visit.</p> <p>17 (Aspirations).</p> <p>Transition and Change :</p> <p>PSHE H18 Different feelings H19 Recognising feelings. R24 and R25 Listening playing and working together, talking and sharing opinions.</p>	<p>RE:</p> <p>Unit 2.2 What do Jewish people believe about God, Creation, Humanity and the Natural World. How do Jewish people show their beliefs and how they belong?</p> <p>Creation Story – Christianity and Judaism. Link to Art work and Animal diversity. “Picturing Creation” Kate Neal.</p> <p>Connection to Concepts: Diversity, Compassion, Change.</p> <p>Creation story – Diversity of species. Exploring compassion – songs and music that explore compassion for the planet, for one another, for animals, for those in need and charities. Explore the work of charities – links to money and fundraising Talking Points.</p>

<ul style="list-style-type: none">Charles Dickens – Scrooge – why were some people poor – find out about the workhouses and everyday life of people during Victorian era. Who should look after those in need? Explore Christmas as season for helping others – what do we do now in our community to help others at Christmas? How did these traditions start?Remembrance day – why do we remember World Wars? Explore life in the trenches during WW1 – resilience and community aspects.	Science Day Summer Term – Changes H10 Dental Health.		
<div>Science</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	<div>History</div> <div>Knowledge Rich</div> <p>Events beyond living memory that are significant nationally – Great Fire of London, Victorians, The World Wars, Titanic.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements – Queen Victoria, Samuel Pepys, Charles Dickens.</p> <div>Skills Based</div> <p>Using language and phrases relating to the passing of time to identify where events and individuals studied fit into a chronological framework.</p> <p>To identify differences between different ways of life at different times.</p> <p>Recognise why people did things, events happened and what happened as a result.</p> <p>Compare versions of a past event – Titanic and Great Fire of London.</p> <p>Observe, handle and compare sources and discuss reliability of them.</p> <p>Ask and answer questions.</p> <p>Communicate their knowledge through discussion, drawing, drama/role play, making models, writing, ICT.</p> <p>Use Historical vocabulary for Year 2.</p>	<div>Art</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	<div>Design and Technology</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions
<div>Geography</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	<div>Computing</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	<div>Physical Education</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions	<div>Music</div> <div>Knowledge Rich</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div>Skills Based</div> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)Use their observations and ideas to suggest answers to questions

