Year Two

Curriculum Map

LADBROOKE JMI SCHOOL

ENGLISH CURRICULUM

Autumn Term Focused Grammar Sessions

Topics in bold are consolidation of previous years

These sessions are taught each week and the skills integrated into writing units.

Autumn 1	**Nouns**	**Vowels and Consonants**	**Demarcating Sentences**	**Forming Nouns Using '-ness'**	**Punctuating Sentences**
Autumn 2	**Adjectives**	**Compound Words**	**Adjectives with -er and -est**	**Subordination**	**Statements and Exclamations**

Autumn Term Writing Units

Instructions 2 weeks	Narrative 3 weeks	Character Description 2 weeks	Recount 2 weeks	Report 2 weeks
Life Skills	Wombat Goes Walkabout	BOOK STUDY – THE LONELY BEAST		
Use of Imperative verbs Use command and question sentences Time adverbials Phonetically plausible spelling Identifying nouns adjectives and verbs Use of capital letters, full stops and question marks to demarcate sentences Finger spaces are used	Use of expanded noun phrases Repetition of words Identify dialogue Use of similes Time adverbials Use of co-ordinating conjunctions Phonetically plausible spelling Identifying nouns adjectives and verbs Know how prefix un- can change the meaning of verbs and adjectives Using ‘and’ to join words and clauses Finger spaces	Use of co-ordinating conjunctions ‘and’ ‘or’ ‘but’ Use of expanded noun phrases Use of similes Phonetically plausible spelling Write letters of correct size and orientation Identifying nouns adjectives and verbs To use capital letters and full stops to demarcate sentences Use of adjectives	Use of expanded noun phrases Use of co-ordinating conjunctions ‘and’ ‘or’ ‘but’ Use of subordinating conjunctions (when, if, that, because) Write in past tense inc irregular verbs (swam, rode, ran) Phonetically plausible spelling Write letters of correct size and orientation Identifying nouns adjectives and verbs Use of capital letters, full stops and question marks to demarcate sentences Using ‘and’ to join words and clauses Capital letters for the personal pronoun ‘I’ and for pronouns	Use of present tense Use of expanded noun phrases Use of co-ordinating conjunctions ‘and’ ‘or’ ‘but’ Use of subordinating conjunctions (when, if, that, because) Use of question and statement sentences Phonetically plausible spelling Write letters of correct size and orientation Sequencing sentences Use of capital letters, full stops and question marks to demarcate sentences Using ‘and’ to join words and clauses Finger spaces
To write a set of instructions: How to make a happy classroom	To retell a story from a different viewpoint	To write a description about the beast	To write a diary entry in role of the beast	To write a non-chronological report about the beast

Autumn Term Spelling Focus

Autumn 1	The sound /n/ spelt ‘kn’ and (less often) ‘gn’ at the beginning of words	The sound /r/ spelt ‘wr’ at the beginning of words.	The sound /s/ spelt‘c’ before e, i and y	The sound /j/ spelt with ‘-dge’ and ‘-ge’ at the end of words	The sound /j/ oftenspelt with ‘g’ before e, I and y The sound /j/ always spelt with ‘j’ before a, o and u	Common exception words
Autumn 2	The sound /l/ speltwith ‘-le’ at the end of words	The sound /l/ speltwith ‘-el’ at the end of words	The sound /l/ speltwith ‘-il’ and ‘-al’ at the end of words	The sound /igh/ spelt with ‘-y’ at the end of words	Adding -ies to nouns and verbs ending in -y	Common exception words

Spring Term Focused Grammar Sessions

Topics in bold are consolidation of previous years

These sessions are taught each week and the skills integrated into writing units.

Spring 1	Adverbs	Word Classes	Coordination	Apostrophes for Possession	Past and Present Tense
Spring 2	Recapping Pronouns	Forming Nouns Using -er	Progressive Tense	Apostrophes for Contractions	Uplevelling Sentences

Spring Term Writing Sessions

Biography 2 weeks	Comparing Texts 2 weeks	Own Story 2 weeks	Diary Recount (2 weeks) ASSEMBLY	Character Description (2 weeks)	Narrative Sequel (2 weeks)
	Anthony Browne stories (Willy the Chimp)		BOOK STUDY - RAPUNZEL		
Apostrophes to mark singular possession in nouns Commas to separate items in a list Use of co-ordinating conjunctions 'and' 'or' 'but' Use of subordinating conjunctions (when, if, that, because) Use of past tense Phonetically plausible spelling Write letters of correct size and orientation Capital letters for names and for the personal pronoun 'I' Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses	Apostrophes to mark singular possession in nouns Apostrophes to mark where letters are missing in spelling Use of present tense Capital letters for names and for the personal pronoun 'I' Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Capital letters for the personal pronoun 'I' and for pronouns	Use of statement and exclamation sentences Apostrophes to mark singular possession in nouns Use of the progressive form of verbs in the past tense Commas to separate items in a list Expanded noun phrases Use of subordinating conjunctions (when, if, that, because) Use of dialogue Sequencing sentences Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Suffixes which can be added to root words -ing, -ed, -er Capital letters for the personal pronoun 'I' and for pronouns Finger spaces	Use of statement question and exclamation sentences Use of the progressive form of verbs in the past tense Commas to separate items in a list Use of subordinating conjunctions (when, if, that, because) Formation of adjectives using suffixes such as –ful, –less Phonetically plausible spelling Sequencing sentences Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Suffixes which can be added to root words -ing, -ed, -er Capital letters for names and for the personal pronoun 'I' Finger spaces	Use of subordinating conjunctions (when, if, that, because) Use of expanded noun phrases Use of similes Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Write letters of correct size and orientation Identifying nouns adjectives and verbs Using adjectives To use capital letters and full stops to demarcate sentences Using 'and' to join words and clauses Capital letters for names and for the personal pronoun 'I' Finger spaces	Use of statement question and exclamation sentences Apostrophes to mark singular possession in nouns and where letters are missing in spelling Use of the progressive form of verbs in the past tense Commas to separate items in a list Use of dialogue Repetition of words Sequencing sentences to form short narratives Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Capital letters for names and for the personal pronoun 'I' Finger spaces
To write a fact file about Anthony Browne	To write a book review	To write their own story based upon the character 'Willy the Wimp'	To write a diary entry in role of Rapunzel about the day she left the tower	To create a wanted poster for Rapunzel or the witch	To write the sequel of the story

Spring Term Spelling Focus

Spring 1	Adding -ed, -er and -est to a word ending in -y with a consonant before it	Adding -ing to a wordending in -y with a consonant before it	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of 1 syllable ending in a single cons. after a single vowel	The sound /or/ spelt'a' before l or ll	Common exception words
Spring 2	The sound /u/ speltwith 'o'	The sound /ee/ speltwith '-ey'	The /o/ sound spelt with 'a' after w and qu	The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w	The sound /zh/spelt 's'	Common exception words

Summer Term Focused Grammar Sessions

Topics in bold are consolidation of previous years

These sessions are taught each week and the skills integrated into writing units.

Summer 1	**Noun Phrases**	**Homophones**	**Forming Adjectives using -ful and -less**	**Questions and Commands**	**Sentence Writing**
Summer 2	**Verbs**	Singular and Plural	**Adverbs with -ly**	**Commas in Lists**	**Changing Adjectives into Adverbs**

Summer Term Writing Units

Recount 2 weeks	Character Description 2 weeks	Informal Letters 2 weeks	Poetry 3 weeks	Explanation 2 weeks
BOOK STUDY – TRACTION MAN IS HERE			THE PUFFIN BOOK OF FANTASTIC FIRST POEMS	Science life cycles Rosie Revere
Use of the progressive form of verbs in the past tense Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Apostrophes to mark singular possession in nouns Sequencing sentences Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Suffixes which can be added to root words -ing, -ed, -er Capital letters for names and for the personal pronoun 'I'	Use of subordinating conjunctions (when, if, that, because) Use of expanded noun phrases Use of similes Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Identifying nouns adjectives and verbs Using adjectives To use capital letters and full stops to demarcate sentences Using 'and' to join words and clauses Capital letters for names and for the personal pronoun 'I'	Use of statement question and exclamation sentences Apostrophes to mark singular possession in nouns and where letters are missing in spelling Use of the progressive form of verbs in the past tense Formation of adjectives using suffixes such as –ful, –less Sequencing sentences Identifying nouns adjectives and verbs Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Finger spaces	To perform and respond to poetry Recite poetry off by heart Recognise predictable phrases Making inferences Expanded noun phrases	Use of subordinating conjunctions (when, if, that, because) Use of present tense Commas to separate items in a list Use of statement question and exclamation sentences Apostrophes to mark where letters are missing in spelling Sequencing sentences Use of capital letters, full stops and question marks to demarcate sentences Using 'and' to join words and clauses Finger spaces
To write a recount of Traction Man's sink adventure	To write a character description of Traction Man – appearance and personality	To write a thank you letter to Grandma	1. Write an acrostic poem about favourite food 2. Write a poem in the same style as another 3. Write a poem inspired by nature	To write an explanation on the life cycle of a butterfly and their own invention

Summer Term Spelling Focus

Summer 1	The suffixes -ment, -ness and -ful	The suffixes -lessand -ly	Words ending in -tion	Contractions	The possessiveapostrophe	Common exceptionwords
Summer 2	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones Conjunctions	Months of the year/time	Months of theyear/time	Question words SPaG terms

Y2 National Curriculum Reading Skills

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
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 (V1)
discussing the sequence of events in books and how items of information are related (S1)
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (S2)
being introduced to non-fiction books that are structured in different ways (E1/3)
recognising simple recurring literary language in stories and poetry (V3)
discussing and clarifying the meanings of words, linking new meanings to known vocabulary (V1)
discussing their favourite words and phrases (V2)
continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (S2)

Understand both the books that they can already read accurately and fluently and those that they listen to by:
drawing on what they already know or on background information and vocabulary provided by the teacher (V2)
checking that the text makes sense to them as they read and correcting inaccurate reading (R1/5)
making inferences on the basis of what is being said and done (I1/2)
answering and asking questions R1/2)
predicting what might happen on the basis of what has been read so far (P1/2)
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 (I3/R5)
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (E1)

Vocabulary	**Inference**	**Prediction**
• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• predicting what might happen based on what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them
Explaining	**Retrieval**	**Sequence**
• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor reading, checking words they have decoded, ensure they fit within the text they have already read	• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.

YEAR TWO MATHS OVERVIEW

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
Pupils should be taught to: • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems	Pupils should be taught to: • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Pupils should be taught to: • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Pupils should be taught to: • recognise, find, name and write fractions $^1/_3$, $^1/_4$, $^2/_4$ and $^3/_4$ of a length, shape, set of objects or quantity • write simple fractions for example, $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$.	Pupils should be taught to: • 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 appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • 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. • know the number of minutes in an hour and the number of hours in a day	Pupils should be taught to: • identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of 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] • compare and sort common 2-D and 3-D shapes and everyday objects	Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns and sequences • 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)	Pupils should be taught to: • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • 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

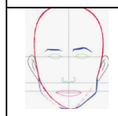
Term by Term Objectives

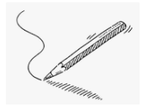
Year 2

Year 2 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value		Number: Addition and Subtraction				Measurement: Length and Mass		Graphs	Multiplication and Division		
Spring	Measurement: Money			Geometry: Properties of Shape			Number: Fractions					
Summer	Measurement: Time		Measurement: Capacity, Volume and Temperature				Post SATs Project Work					

ART CURRICULUM

2	Autumn 1	Autumn 2	Spring 1
	 **Portraits (Drawing)**	**Textiles**	**Colour Mixing & Collage**
End Product	**Self portrait**	**Fabric Faces**	**Hot Air Balloon Pictures**
Skills	Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Discuss use of shadows, use of light and dark Eye in position and correct shape. Other features in correct place. Vertical line of symmetry of face (A&B)	Use a sketchbook to plan and develop simple ideas. Use a range of materials creatively to design and make products Use templates Use material to overlap and overlay to create effects. Cut and shape fabric with scissors Glue and stitch fabrics together using large eye needles	Use a sketchbook to plan and develop simple ideas. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Begin to mix colour shades and tints. Make as many tints of one colour as possible (using white) Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Use weaving of paper techniques
Vocabulary & Resources	Portrait, self-portrait, face, features, expression, detail, artist, draw, pencil, line, shade, symmetry, sketch, outline, colour, tone, texture, mirror	Textile, felt, wool, cotton, thread, buttons, ribbon, yarn, scissors, needle, glue, template, cut, stick, attach, join, decorate, layer, pattern	Colour, paint, primary colours, red, blue, yellow, secondary colours, orange, green, purple, tints, white, bright, pale, warm (red, orange, yellow), cool (blue, green, purple), weave, texture, rough, smooth, soft
Linked Artist	**David Hockney**	**Paul Klee** **Artist Study Skills** Identifies basic facts about the artist Compares artworks using simple language Gives reasons for opinions	

2	Spring 2		Summer 1		Summer 2	
		**Drawing**		**Printing**		**Sculpture/Form**
End Product	**Sunflowers and Zentangl**		**Orla Kiely Art**		**Dragons Eye**	
Skills	Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Discuss use of shadows, use of light and dark Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. 		Use a sketchbook to plan and develop simple ideas. Continue to explore printing simple pictures with a range of natural materials creating patterns. Make simple marks on rollers and printing palettes Make simple prints i.e. mono -printing. Experiment with overprinting motifs and colour.		Use a sketchbook to plan and develop simple ideas. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use equipment and media with increasing confidence. Demonstrate experience in surface patterns/ textures and use them when appropriate	
Vocabulary &	Pencil, crayon, pen, chalk, pastel, paper, line, straight, wavy, curved, zig-zag, thick, thin, shape, outline, tone, shade, light, dark, texture, pattern, smooth, cross-hatching		Print, printing, pattern, design, create, repeat, press, roll, dip, lift, print, stamp, overlap, cover, transfer, texture, shape, line, outline, surface		Clay, sculpture, model, design, create, tools, roll, pinch, squeeze, shape, join, smooth, score, cut, add, carve, mark, build, texture, rough, bumpy, pattern, line	
Linked Artist	**Van Gogh Artist Study Skills** Identifies basic facts about the artist Compares artworks using simple language Gives reasons for opinions		**Orla Keily** **Artist Study Skills** Identifies basic facts about the artist Compares artworks using simple language Gives reasons for opinions Experiments with different techniques artist has used. Labels work; gives short explanations			

COMPUTING CURRICULUM

2	Autumn		Spring		Summer	
	Creating Pictures	**Online Safety & Effective Searching**	**Questioning**	**Making Music & Presenting Ideas**	**Coding**	**Spreadsheets**
Key Learning	To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage.	To know how to refine searches using the Search tool. To use digital technology to share work and to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint To identify the steps that can be taken to keep personal data secure. To understand words associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet	To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information.	To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class	To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs.	To understand the sorts of tasks that a spreadsheet program could be used for. To enter data into spreadsheet cells. To use 2Calculate image tools. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph.
Touch Type Focus	**Shift** To develop the use of the shift key to capitalise letters on a keyboard.	**Vowels and Consonants** To be able to locate both the vowel and consonant keys on a keyboard.	**Letters and Numbers** To be able to select all keys across the keyboard, including letters and numbers. • To use knowledge of keys to form basic words	**2Pop** To be able to locate letters and numbers on a keyboard in a timely manner.	**High Frequency Words 1** To be able to type various high frequency words using a keyboard.	**High Frequency Words 2** To be able to type various high frequency words using a keyboard.
Vocabulary	Art, palette, fill, style, pointillism, impressionism, surrealism	Attachment, digital footprint, email, filter, internet, personal information, internet, secure, private information, search, sharing,	Binary tree, data, database, field, pictogram, question, record, search, sort	Bpm, instrument, soundtrack, composition, music, tempo, digitally, music, tempo, sound affects, volume, concept map, quiz, narrative, node, non-fiction, audience, animated, presentation	Beat, compose, note, tune, sound effect, soundtrack, speed, tempo, volume	Action, algorithm. Background, bug, button., click events, command, collision detections, event, debug, execute, implement, instructions, interaction, interval, object, output, properties, run
Skills	**Pupils should be taught to:** • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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					

DT CURRICULUM

2	Autumn		Spring		Summer	
		Joining Fabrics **Textiles and sewing**		**Salads** **Food and nutrition**		**Fire Engines** **Wheels, axles, pivots and levers**
Brief	To design, make and evaluate a fabric face as a piece of artwork		To design, make and evaluate a tasty colourful salad for us to enjoy as a meal.		To design, make and evaluate a fire engine for a child to use as a toy.	
Skills	• Start to generate ideas by drawing on their own and other people's experiences. • Begin to develop their design ideas through discussion, observation, drawing and modelling. • Make and use templates and mock ups of their ideas in card and paper or using ICT. • Begin to select tools and materials; use correct vocabulary to name and describe them. • Demonstrate how to cut, shape and join fabric to make a simple product. • Use basic sewing techniques. • With confidence talk about their ideas, saying what they like and dislike about them		• Understand how to identify a target group for what they intend to design and make based on a design criteria. • Understand that all food comes from plants or animals. • Know that food has to be farmed, grown elsewhere (e.g. home) or caught. • Understand how to name and sort foods into the five groups in 'The Eat well plate' • Know that everyone should eat at least five portions of fruit and vegetables every day. • Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • Demonstrate how to use techniques such as cutting, peeling and grating. • Taste a range of different vegetables and explain what they like and dislike about them and why.		• Identify a purpose for what they intend to design and make. • Develop their ideas through talk and drawings and label parts. • Begin to select tools and materials; use correct vocabulary to name and describe them. • Build structures, exploring how they can be made stronger, stiffer and more stable. • With help measure, cut and score with some accuracy. • Learn to use hand tools safely and appropriately. • Start to assemble, join and combine materials in order to make a product. • Start to choose and use appropriate finishing techniques based on own ideas. • Evaluate their work against their design criteria. • Look at a range of existing products explain what they like and dislike about products and why. • Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.	
Vocabulary	Design, make, evaluate, templates, scissors, fasten, glue, glue-gun, staple, Sellotape, masking tape, thread, needle, sew, fabric, felt, silk, card, buttons, ribbon,		Design, make, evaluate, taste, sweet, bitter, sour, salty, crunchy, texture, peel, chop, cut, grate, carrot, tomato, cucumber, radish, broccoli, lettuce, spring onion, bell pepper, celery, beetroot, olives		pine, chassis, dowel, wheels, axles, lever, pivot, structure, design, make, evaluate, user, purpose, ideas, design criteria, product, function, travel, movement, forwards, backwards, paint, paintbrush, PVA wood glue, glue stick, scissors	
Inventor	Based on artwork Senecio (1922) by Paul Klee The family of **Gideon Sundback** established the G. Sundback Graduate Fellowship in Mechanical Engineering in his honour. Gideon Sundback, credited as inventor of the modern-day zipper, developed the "Hookless No. 2" in 1914		**George Washington Carver** was an American agricultural scientist and inventor. Carver worked in Alabama, USA to help farmers grow better quality crops and improve the soil's quality so it can be used again for growing other crops.		In the early 18th century, Englishman **Richard Newsham** received two patents for his fire engine design. The first, in 1721, depicted an invention that could direct a stream of water toward a fire.	

GEOGRAPHY CURRICULUM

2	Autumn	Spring	Summer
	Seasons	**Journeys - Food**	**Our Wonderful World**
Key Questions	Can we observe the weather? What have we observed about the weather? Why does the weather change? What are the seasons? What can we find out about weather in different parts of the country? Big Finish – Weather wonderland!	What can we buy on the high street? How does our food get to us? What plants grow on farms? What animals are reared on farms? Can we visit a working farm? Big Finish – Can we create a Great British food map?	What are our local wonders? Are mountains wonders of the world? Which rivers are natural world wonders? What are the ancient world wonders? Which landmarks are new world wonders? Big Finish – Can we explain and describe wonders of the world?
Vocabulary	United Kingdom Britain Mainland Sea Coast Weather Climate Continent Ocean Climate zone North pole South pole Antarctic Circle Arctic circle Tropic of Cancer Tropic of Capricorn	Equator Human feature Physical feature Lighthouse	Harbour Seawall Pier Road Railway Bridge River Lake Mountain Hill Forest Cliff Beach Archipelago Coral reef
Skills	Can identify seasonal weather patterns in UK and other areas of the world Locate places and features of places on a map or in an atlas Can name the seven continents and five oceans Can recognise a natural environment and describe it Use simple compass directions Create simple maps including basic features of areas Can keep a weekly weather chart and present data and findings Plan or show routes on maps Make comparisons between places Use geographical language to describe places		

HISTORY CURRICULUM

2	Autumn	Spring	Summer
	Bonfire Night and the Great Fire of London	**Holidays**	**Our Local Heroes**
Key Questions	What happened on 5th November 1605? Was Guy Fawkes a hero or a villain? Do we celebrate Bonfire Night now just to have fun? What happened in London on the 2nd September 1666? Why did the fire spread so quickly? **Big Finish - Why do we know so much about the Great Fire?**	Where did Grandma go on holiday as a child? What can a photograph tell us about seaside holidays in the past? What can souvenirs tell us about seaside holidays in the recent past? What can stories tell us about seaside holidays in the recent past? Were all holidays the same when our grandparents were children? **Big Finish – What was it like on a 1950s seaside holiday?**	What makes someone a hero? What can images tell us about our local heroes? What objects can tell us about our local heroes? (Police) What can documents tell us about our local heroes? (mayor) What can a visit or visitor tell us about our local heroes? (Fire Brigade) **Big Finish – Who is our greatest local hero?**
Vocabulary	Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.	Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, change, same, different, tourist, tourism, evidence, success, modern.	hero, significant, local, courage, past, sequence, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.
Skills	Sequence events on a timeline Describe the passing of time with extended vocabulary Identify a range of similarities and differences Can identify causes and effects of events Can identify significant events and people and explain why they are significant Can plan, ask and answer own questions Select information form several sources to answer questions		

MUSIC CURRICULUM

	Pupils should be taught to **listen with concentration and understanding to a range of high-quality live and recorded music**	
Listening and Appraisal Skills	**Year 1 and 2 should focus on** • Move and dance with the music. • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as *fast* or *slow*. • Describe dynamics as *loud* and *quiet*. • Join in sections of the song, e.g. chorus. • Begin to understand about different styles of music.	

2	**Knowledge**	**Skills**
Singing	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	• Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – • you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader.
Playing	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	• Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical • challenge, using one of the differentiated parts (a one-note, simple or • medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.
Composition	Composing is like writing a story with music. Everyone can compose.	• Help create three simple melodies with the Units using one, three or • five different notes. • Learn how the notes of the composition can be written down and • changed if necessary.
Performance	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	• Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.

PSHE CURRICULUM

2	Autumn		Spring		Summer	
	Families and people who care for me	**Caring Friendships**	**Online Relationships**	**Respectful Relationships**	**Being Safe**	**Mental Wellbeing**
Key Questions	To understand the importance of family, especially for children as they grow up To begin to understand what is meant by 'belonging' and how quality time with our family can strengthen relationships	Learn simple strategies to resolve arguments between friends positively To recognise when they or someone else is feeling lonely and what to do	To understand that some people may behave differently online, including pretending to be someone they are not Understand what to do if they are worried about something they have seen or something that someone has done online	To understand how their behaviour can affect others To understand the concept of male and female and gender stereotypes	Know how to respond if physical contact makes them feel uncomfortable or unsafe. Understand what to do if they are worried for themselves or others, who to ask for help and the vocabulary to use when asking for help	How to talk about their emotions and build a varied vocabulary to use when talking about feelings and who you could talk to should you need to. Begin to learn about the importance of self-care and some simple techniques to achieve this i.e. spending time with family and friends, hobbies etc.
Vocabulary	achieve, caring, choices, conflict, consequences, cooperate, cooperation, disagreement,	family, friend, friendship, group, happy, healthy, help, important,	kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult	active listening, behaviour, bullying, carer, choices, community, compliment, conflict, consequences,	considerate, discussion, fair, family, friends, group, helpful, joking, kind, learner, listening, mindset,	needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind
Cross Curricular	These objectives are taught through the whole curriculum/assemblies: **Physical Health and Wellbeing** – Begin to understand the importance of building regular exercise into the day/week. Begin to understand how an inactive lifestyle can affect humans. Understand who to go to if they feel worried about their health **Internet Safety** – Begin to understand that the internet can be a negative place which may affect your wellbeing. To know that some online games / content has an age limit and understand how to make safe viewing choices. **Healthy Eating** – To be able to describe why a balanced diet is important for humans. Begin to understand what will happen if you do not eat a balanced diet. **Basic first Aid** - Begin to understand some simple ways that you could care for someone who is hurt. **Health and Prevention** - Describe why personal hygiene is important. To learn the importance of vaccinations. To know that the sun can burn skin and cause harm.			**Sex and Relationship Education** Identify the differences between male and female. Introduce the concept of male and female and gender stereotypes. Explore some of the differences between males and females and to understand how this is part of the life cycle. 		

PE CURRICULUM – AUTUMN TERM

2	Autumn 1		Autumn 2	
	Invasion Games	**Ball Skills**	**Gymnastics**	**Fitness**
Key Skills	**Physical**: dribble, throw, catch, kick, receive, run, jump, change direction, change speed **Social**: communication, kindness, support others, cooperation, respect collaborate **Emotiona**l: empathy, perseverance, honesty, integrity, independence **Thinking**: creativity, select and apply comprehension, problem solving, provide feedback	**Physical:** roll, track, dribble with feet, kick, throw, catch, dribble with hands **Socia**l: inclusion, communication, collaboration, leadership **Emotiona**l: independence, honesty, perseverance, determination **Thinking**: comprehension, select and apply skills, use tactics	**Physical**: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forwards roll **Social**: leadership, work safely, respect **Emotional:** confidence, independence **Thinking**: select and apply actions, creativity	**Physical:** run, coordination, stamina, skip, strength, agility **Social:** communication, encourage others **Emotional:** kindness, perseverance, honesty, independence, determination **Thinking:** comprehension, creativity, problem solving, reflection, feedback
Learning Objectives	To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending.	To roll a ball to hit a target. To stop a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands.	To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus.	To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination.
Vocabulary	Attack, defend, defender, goalkeeper, opponent, possession, receive, send, score, shoot, tactic, teammate	Bounce, catch, collect, control, dribble, kick, prepare, receive, release, roll, target, touch, underarm	Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck	Bend, breath, exercise, jog, jump, land, speed, sprint, steady, strong, time, tired
Assessment	I can didge and find space away from the other team I can move with a ball towards goal I can sometimes dribble a ball with my hands and feet I can stay with another player to try and win the ball I can attempt to send the ball to a teammate	I am beginning to understand and use simple tactics I can dribble a ball with my hands and feet with some control I can roll and throw a ball to hit a target I can send and receive a ball using both kicking and throwing and catching skills I can track a ball and collect it	I can perform the basic gymnastic actions with some control and balance I can plan and repeat simple sequences of actions I can work safely with others and apparatus	I can describe how my body feels during exercise I can show hopping and jumping movements with some balance and control I understand the running at a slower speed will allow me to run for longer I work with others to turn a rope and encourage others to jump at the right time

PE CURRICULUM – SPRING TERM

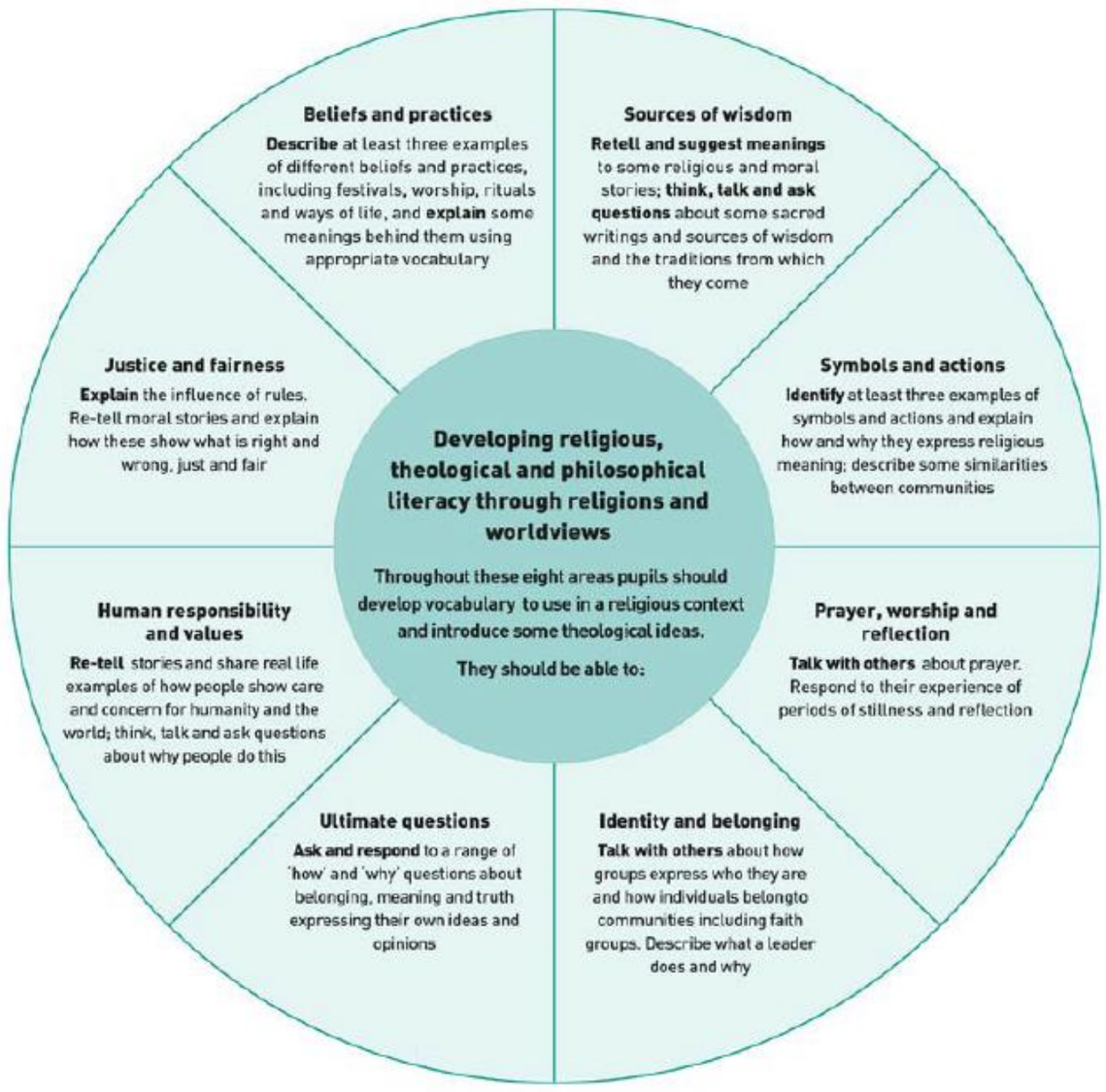
2	Spring 1		Spring 2	
	Gymnastics	**Dance**	**Sending and Receiving**	**Net and Wall**
Key Skills	**Physical**: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forwards roll **Social**: leadership, work safely, respect **Emotional:** confidence, independence **Thinking**: select and apply actions, creativity	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, communication **Emotional**: independence, confidence, perseverance, determination **Thinking**: provide feedback, comprehension, reflection, observation, creativity	**Physical**: roll, track, catch, receive with feet, kick, send and receive with a racket **Social**: communication, collaboration, leadership **Emotional:** honesty, determination **Thinking**: identifying how to improve, comprehension	**Physical:** throw, catch, hit, track **Social:** co-operate, respect, support others **Emotional:** perseverance, honesty **Thinking:** select and apply, reflection, decision making, comprehension
Learning Objectives	To demonstrate different shapes, take-off and landing when performing jumps. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. To create a sequence using apparatus	**THEME: Secret Garden** To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. **THEME: The Circus** To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.	To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.	To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.
Vocab	Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck	Action, counts, create, direction, dynamics, expression, level, matching, mirroring, pathway, perform, speed, timing, unison	Catch, distance, kick, ready position, receive, roll, send, target, throw, track	Against, defend, partner, point, quickly, ready position, receive, return, trap
Assessment	I can perform basic gymnastic actions with some control and balance I can use directions and levels to make my work look interesting I can use shapes when performing other skills	I can copy, remember, repeat and create dance phrases I can show a character and idea through the actions and dynamics I choose I can use counts to stay in time with the music	I am beginning to trap and cushion a ball that is coming to me I can accurately throw and kick a ball to a partner I can catch a ball with or without a bounce I can roll a ball to a target I can track a ball and stop it using my feet	I can defend y space on court using the ready position I can hit a ball over the net and into the court area I can throw accurately to a partner I can use simple tactics

PE CURRICULUM – SUMMER TERM

2	Summer 1		Summer 2	
	Team Building	**Athletics**	**Striking and Fielding**	**Dance**
Key Skills	**Physical:** run, jump, balance, co-ordination **Social:** support and encourage others, communication, inclusion, trust, kindness **Emotional:** determination, confidence, perseverance, accepting **Thinking:** identity strengths and areas of development, comprehension, problem solving	**Physical:** run, jump for distance, jump for height, throw for distance, throw for accuracy **Social:** work safely, communication, support others **Emotional:** independence, determination **Thinking:** comprehension, select and apply skills, explore ideas, observe and give feedback	**Physical:** underarm throw, overarm throw, catch, track, bowl, bat **Social:** collaboration, communication, encourage others **Emotional:** perseverance, honesty, determination, acceptance **Thinking: use tactics,** comprehension, select and apply, decision making	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, communication **Emotional**: independence, confidence, perseverance, determination **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.	To develop the sprinting action. To develop jumping for distance. To develop jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.	To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly.	**THEME: The Rainforest** To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. **THEME: Jack Frost** To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.
Vocab	Communicate, include, instruction, map, plan, solve, successful, support	Aim, distance, far, fast, height, jog, jump, overarm, sprint, take off, target, throw	Backstop, batter, batting, bowler, collect, fielder, fielding, hit, out, rules, runs, stump, tactics, teammate, track	Action, counts, create, direction, dynamics, expression, level, matching, mirroring, pathway, perform, speed, timing, unison
Assessment	I can follow instructions I can share my ideas and help to solve tasks I can work cooperatively with a partner and small group I understand how to use and follow and create a simple diagram/map	I can identify good technique I can jump and land with control I can use an underarm throw to help me to throw for distance I show balance and co-ordination when running at different speed	I am developing underarm and overarm throwing skills I can hit a ball using equipment with some consistency I can track a ball and collect it I can use simple tactics	I can copy, remember, repeat and create dance phrases I can show a character and idea through the actions and dynamics I choose I can work with a partner using mirroring and Unison in our actions

RE CURRICULUM

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews1, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate2 so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.



Beliefs and practices
Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to **find out about the meanings behind them**

Sources of wisdom
Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and **recognising** the traditions from which they come

Symbols and actions
Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities

Prayer, worship and reflection
Respond to and **reflect on** what individuals and communities do and why, so that pupils begin to **understand** what prayer, worship and reflection **mean to a religious community**

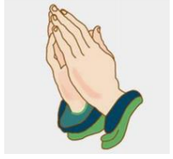
Identity and belonging to a family
Notice and talk about how groups express their identity and belonging. **Listen to and talk** with people including leaders who belong to a faith community about how their commitment affects their lives

Ultimate questions
Explore questions about belonging, meaning and truth so that they can **express their own ideas and opinions**

Human responsibility and values
Respond to stories and real-life examples of how and why people show care and concern for humanity and the world

Justice and fairness
Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others

RELIGIOUS EDUCATION CURRICULUM

2	Autumn **Beliefs and Practices** **Ultimate Questions**	Spring **Justice and Fairness** **Ultimate Questions**	Summer **Sources of Wisdom** **Ultimate Questions**
Key Focus	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair	Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions which they come from. Tell stories and share real life examples of how people show care and concern for humanity and the world, and ask questions about why people do this
Key Questions	**I can recall and name different beliefs and practices.** **I know the meanings behind some festivals, worship, rituals and ways of life**	**I can think about ideas of what is right and wrong.** **I know how spiritual and moral values can influence the choices people make and how they behave.**	**I can think, talk and ask questions about some sacred writings and sources of wisdom.** **I can tell stories of how people show care and concern for humanity and the world.**
Vocabulary	Festivals, celebrate, harvest festival, generosity, traditional, thankfulness, Diwali, puja, Vaisakhi, Christmas, Pentecost, Easter Eid, Purim, fruitfulness, Hannukah, Diwali, being thanked, thanking, being praised, praising	faith stories, moral stories, choices, right wrong, connections, behave, parables, new commandment, Christian charity, fair, Golden Rules, ‘stand up for good’	Stories, religious people, generations, sacred, Character, Bible, Christians, Jesus, parables, Torah Qur’an, holy, Jews, Muslims, yad, Sikh Guru Granth Sahib, traditional, language, unique, responsibility, environment, community
	Other Events Harvest and Remembrance 	Other Events 	Other Events

SCIENCE OVERVIEW 1

	measure, observe, compare, measurement, growth, trowel, temperature, bend, squash, twist, stretch, absorb	**Exposure Words** draw, label, change, same, table, record, tally, pipette, size, predict, similar, different, sort, group, identify, pattern, height, number, amount, hand lens, ruler, counting cubes, centimetres, meters, suitable, unsuitable, match, test, scientific enquiry, comparative test, research, pattern seeking

2	**Autumn 1**		**Autumn 2**	**Spring 1**
	Animal's needs for survival	**Humans**	**Materials**	**Plants Light and Dark**
Key Learning	What is a mammal? What do birds need to survive? What do fish need to survive? What do amphibians need to survive? What do reptiles need to survive? What do humans need to survive?	Why is exercise important? Why do we need a balanced diet? What is good hygiene? How do we look after our teeth?	Can we explore different materials? Why are some objects made from different materials? Can I test different materials – bend, twist, squash and stretch Which materials are waterproof?	What are the parts of a plant? What do plants need to grow?
Skills	Ask questions Gather, record and classify data Answer questions and make conclusions	Gather record and classify data Make observations	Make observations Gather record and classify data Ask questions Take measurements Answer questions and make conclusions	Ask questions Make observations Take measurements Answer questions and make conclusions
Vocabulary	shelter, heart, exercise, physical health, mental health, healthy diet, unhealthy diet, meat, sugar, germs, hygiene, doctor, disease, plaque, gums, filling		natural material, human-made material, recycle, flexible, rigid, stone, pebble, brick, brittle, flexible, translucent, tough, lightweight, strong, breakable, waterproof	sunlight, compost, herb, blossom, bulb, shoot

SCIENCE OVERVIEW 2

2	Spring 2	Summer 1	Summer2
	Living things and their habitats	**Plants Bulbs and Seeds**	**Growing up**
Key Learning	What is a habitat? What is a polar habitat like? What is a desert habitat like? What is an ocean habitat like? What is a woodland habitat like? What is a microhabitat? What is a food chain? What has been alive, dead or never alive?	What is a seed? What is a bulb? What do plants need to grow? How do bulbs and seeds change over time?	What is the difference between parent and offspring? What is the life cycle of a human? What is the life cycle of a different mammals? What is the life cycle of an amphibian? What is the life cycle of a butterfly? Are there patterns between life cycles?
Skills	Gather, record and classify data Answer questions and make conclusions Make observations	Ask questions Make observations Take measurements Answer questions and make conclusions	Gather, record and classify data Ask questions Make observations Answer questions and make conclusions
Vocabulary	Arctic plants, hibernate, habitat, cactus, desert, rainfall, ocean, seagrass, woodland, fern, moss, microhabitat, spider, snail, diet, food chain, living, dead, never alive	sunlight, compost, herb, blossom, bulb, shoot	offspring, egg, parent, baby, child, teenager, life cycle, adolescent, frogspawn, tadpole, froglet, caterpillar, pupa, butterfly, insect, adult