

Sunderland	Term 1 Q – Why is it important to be able to cross the river?
	Label England, Ireland, Scotland and Wales on a map.
	Observe buildings in Witherwack and record their position on a simplified map.
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
	Identify and describe the main features of Sunderland with particular reference to traffic, shops, facilities, land use etc
	Be able to use geographical vocabulary -- hill, river, near, far, town, north, south.
	Devise their own simple maps following visits to Sunderland and devise simple keys and symbols.
	Recognise how Sunderland has developed through the study of the old and new bridges.
Identify ways in which Sunderland has developed over time.	
Africa	Term 2 Q – How is Africa different to Sunderland?
	Name and locate the world's seven continents and five oceans using globes and atlases.
	Identify the main features of Africa (many countries / wildlife)
	Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.
	Use geographical vocabulary - hill, river, near, far, town, north, south, desert, beach, coast, ocean, river etc
	Extract information about Africa from a map, such as deserts, seas etc.
	Understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom (Sunderland) and a small area in a contrasting non-European country.
	Be able to use a map and follow and mark the route of a journey around Africa.
Use aerial photographs and Google Earth to recognise landmarks and basic human and physical geographical features.	
School Garden	Term 3 Q – How would you improve the school garden?
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment.
	Communicate their views pictorially and through discussion in the form of simple maps and plans including 'birds-eye views'
	Identify how the school garden / grounds could be improved and create plans to illustrate their ideas.
	Make a plan of the school garden with symbols / keys.
	Use basic geographical vocabulary such as vegetation, soil etc
	Recognise changes which have occurred in the environment around school by looking at the building / yards etc and share their opinions
	Make a plan of the school building and devise a key.
Learn about ways that we as a school could become more environmentally and ecologically sustainable.	
Recognise how the environment may be improved and sustained by giving detailed and sensible suggestions for improvement to the school garden / building in the future (link to sustainable development)	

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Castles	Term 1 Q – How did the lives of people living in a castle differ to one another?
	Identify the differences between the ways of life in a castle and a home of the present day.
	Find out about the past from a range of sources of information such as a visit to a historic site (Warkworth), selection of library books & T.V. programs.
	Learn about significant historical events, people and places in our own locality eg Hylton Castle.
	Changes within living memory e.g. refurbishment of Hylton Castle and impact on the area.
	Select information from their knowledge and learning in history and communicate it in a variety of ways.
	Use a wide range of historical vocabulary when discussing the past and artefacts etc.
	Choose and use parts of stories and other sources to show that they know and understand key features of events.
Be able to ask and answer questions about Castle Life and significant other national events such as The Fire at Windsor Castle	

Africa/ Nelson Mandela	Term 2 Q – Why was Nelson Mandela an important figure in the lives of South Africans?
	Identify the differences between the way of life in Africa in the past and in present time for ordinary people.
	Be aware of changes within living memory which have resulted in changes in national life.
	Know how to find out about the past from a range of sources of information such as library books & T.V. programs.
	Communicate what they have learnt about the history of Africa in a range of different ways.
	Learn about the lives of significant individuals who have contributed to national and international achievements.
	Communicate what they know about important events in the life of Nelson Mandela through talk, pictures and writing.
Answer questions about Nelson Mandela and the significant events in his life.	

Famous People / Charles Darwin	Term 3 Q – How did Darwin's work on evolution change peoples thinking?
	Learn about famous Victorians and why they are famous. (Darwin)
	Place events such as The Gunpowder Plot and the lives and achievements of famous people such as Charles Darwin etc on a timeline
	Recognise why people did things and what happened as a result, such as Charles Darwin's work in Science, Florence Nightingale, Neil Armstrong etc
	Use vocabulary linked to chronology and the passing of time and ask and answer questions about the past.
	Communicate what they know about important events & famous people through talk, pictures and writing
Identify a wide range of differences between the past and the present and give reasons for these changes happening	

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2 Publish	Term 1
	To recognise and use simple word processing tools e.g highlighting and formatting text.
	To develop the correct use of the keyboard inc space, backspace, delete and shift (not caps lock)
	To be able to select and add images and sound to their work.
Powerpoint	Term 1
	Make use of graphics and sound to enhance text in multi-media work.
	Make simple changes to selected text eg. Colour, style and size.
	Create simple presentations for different purposes using templates for support.
2 Animate	Term 2
	Understand that animation is a collection of still images to make moving images.
	Animate simple movements for a character or word.
	Plan and create a stop frame animation of drawings.
Online Safety	Term 2
	Understand the terms 'cyberbullying' and 'online bullying'.
	Recognise the importance of engaging a trusted adult when they experience cyberbullying.
	Know how to report to cyberbullying – including the use of the CEOP reporting tool.
	Create a presentation to explain cyberbullying and the effects it can have on children and how to report it.
2 Classify	Term 3
	Develop classification skills by carrying out sorting activities (practically and on the IWB) which may include the use of on-line Carroll or Venn diagrams)
	Sort and classify a group of items by asking simple yes / no questions (this may be away from the computer using a Guess Who game)
	Use simple graphing software to produce pictograms and other basic tables or graphs.
	Interpret and draw conclusions from graphs, discuss information contained and answer simple questions.
Scratch Junior	Term 3
	Create and debug simple programs.
	Give precise and unambiguous instructions.
	Use repeat commands to shorten a set of instructions.
	Explore and create a sequence of commands to reproduce a simple geometric shape or pattern on screen.

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WILLOW WOOD PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT MUSIC YEAR 2
Charanga Units – Term 1- Hands / Feet / Heart & Christmas Production Term 2 – I Wanna Play In A Band Term 3 – Zootime / Reflect, Rewind, Replay

Listen and Appraise	Children will:
	Find the pulse when listening using movement and internalise the pulse.
	Start to recognise and explore many varied musical styles and traditions and their basic style indicators.
	Start to develop an understanding of the history and context of music.
	Using the correct musical language, discuss feelings / emotions as well as likes / dislikes that are linked to music. Gradually and appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.
Games	Children will:
	Internalise the pulse.
	Begin to understand that rhythm is long and short sounds that happen over the pulse – the steady beat.
	Know that the pulse doesn't change within the context of the song or piece.
	Learn the pulse by copying until confidence is built.
	Begin to understand that pitch is high and low sounds and that we add high and low sounds (pitch) when we sing.
	Start to understand how pulse, rhythm and pitch work together.
	Start to understand how the other dimensions of music are sprinkled through songs and pieces of music. Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using a voice.
Singing	Children will:
	Learn appropriate songs for their age group, with the difficulty of words increasing as they progress.
	Learn rhymes, raps and songs.
	Listen to a song and learn it as instructed.
	Have a good understanding of working together in an ensemble or as a group singing.
	Understand the importance of warming up their voices, good posture and projecting their voices.
	Sing songs and melodies musically.
	Have an understanding of melody and words and their importance.
	Start to sing in two parts.
Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and musical understanding of how the two parts fit together.	
Playing Instruments	Children will:
	Use classroom percussion, tuned and un-tuned, to play accompaniments and tunes and to improvise and compose ie. Explore and create musical sounds.
	Play differentiated parts with a sound-before-symbol approach and according to ability.
	Learn to play together in a band or ensemble.
	Learn to treat each instrument with respect and use the correct techniques to play them.
	Start to understand the basics and foundations of formal notations. Play the easy and medium parts with notation.

Improvisation	Children will:
	Make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies.
	Start to perform their own rhythms and melodies using their voice and then an instrument.
	Start to perform their own rhythms and melodies with confidence and understanding.
	Start improvising using two notes, increasing to three notes and beyond if required.
Improvise musically with a basic knowledge of the interrelated dimensions of music.	

Composition	Children will:
	Begin to create their own tunes and melodies within the context of the song they are learning.
	Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.
	Start composing two notes, increasing to three notes and beyond if required.
	Record their compositions in any way appropriate.
Notate music in different ways, using graphic / pictorial notation, ICT or formal notation if appropriate.	

Perform	Children will:
	Work together in an ensemble / band.
	Sing and rap in one or two parts.
	Play tuned or un-tuned instruments with some control and rhythmic accuracy and with realised progression.
	Improvise simple patterns confidently as part of a performance.
	Practice, rehearse and present performances with an awareness of audience.
	Appreciate that performance can influence how music is presented.
Look at how music is noted in different ways, using graphic / pictorial notation, ICT or formal notation if appropriate.	

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Dance	Children will:
	Begin to perform simple dance phrases.
	Be able to describe their work.
	Be able to use movement imaginatively and perform basic skills (e.g. travelling, being still, making a shape, jumping, turning & gesturing).
	Create and perform dances using simple movement patterns.
	Remember and repeat simple skills and actions with increasing control and co-ordination.
	Be able to express and communicate their ideas & feelings within their dance sequence.
	Be able to describe how dance affects their body.
	Be able to change the rhythm, speed, level and direction of their movements.
Perform short dances, linking actions fluently and with control.	
Gymnastics	Children will:
	Be able to show a small range of body shapes and movements in sequence
	Be able to perform basic skills when travelling, being still and finding space and use it safely both on the floor and using apparatus
	Be able to balance, take off, land and roll
	Plan and repeat simple sequences of actions
	Begin to realise how important it is to be active
	Be able to observe, describe and copy what others have done
	Be able to perform movements with some control and co-ordination
	Be able to create and perform short, linked sequences showing clear beginning, middle and end and have contrasts in direction, speed and level
Be able to describe performances, clearly recognising what is good quality	
Games	Children will:
	Be able to catch and throw when stationary
	Be able to make simple choices in basic striking/ fielding & invasion type games
	Be able to perform basic skills of rolling/striking & kicking with confidence
	Be able to apply these skills in simple games
	Be able to work well with a partner and in a small group to improve skills
	Be aware of opponents and team-mates when playing games
	Use a variety of simple tactics within the games they play
	Be able to describe how their bodies work and feel when playing games
Be able to perform basic techniques of catching, throwing and kicking with a good level of consistency	
Make early decisions about the skills and tactics to use when playing games	

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SEAL – NEW BEGINNINGS Autumn 1

I know that I belong to a community.

I feel safe and content within my class.

I can help to make the class a safe and fair place.

I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.

I know some ways to calm myself down when I feel scared or upset.

I know how to make someone feel welcome.

I know some ways to solve a problem.

I feel good about the ways we are similar in a group and the ways we are different.

I feel good about my strengths.

I know what I have to do myself to make the classroom and school a safe and fair place for everyone and that it is not ok for other people to make it unsafe or unfair.

I can help to make the class a safe and fair place.

I can help to make my class a good place to learn.

SEAL – GETTING ON AND FALLING OUT Autumn 1

I can make someone else feel good by giving them a compliment.

I know what to say when someone gives me a compliment.

I know that people don't always see things in the same way.

I can see things from someone else's point of view.

I can use my ability to see things from the other point of view to make a conflict situation better.

I know that sometimes anger builds up and that I can be overwhelmed by my feelings.

I can decide with my group about how well we have worked together.

SRE Autumn Term Lesson 1

To introduce the concept of gender stereotypes.

To identify the differences between males and females.

SEAL – GOING FOR GOALS Spring 1

I can tell you how I learn best.

I can learn from my successes.

I can say what I want to happen when there is a problem.

I can break a goal down into small steps.

I can choose a realistic goal.

I can recognise when I am becoming board or frustrated.

I know some ways to overcome boredom and frustration.
I can tell you what I have learned.
I can tell you what I might do differently to learn more effectively.
I can tell you why things have been successful.

SEAL – GOOD TO BE ME Spring 1

I can tell you the things that I am good at and those things that I find more difficult.
I know when and how I learn best.
I can show or tell you what relaxed means.
I know some things that make me feel relaxed and some that make me feel stressed.
I can tell you when a feeling is weak and when it is strong.
I know what it feels like to be relaxed.
I can be still and quiet and relax my body.
I can tell when it is right to stand up for myself.
I know when to stand up for myself.
I can tell when I am being impulsive and when I am thinking things through.
I can change my behaviour if I stop and think about what I am doing.

SRE Spring Term Lesson 2

To explore some of the differences between males and females and to understand how this is part of the lifecycle.

SEAL – RELATIONSHIPS Summer 2

I can tell when I feel cared for.
I can tell when I love or care for someone.
I understand that if someone leaves me that they might still love me.
I understand that people have to make hard choices and sometimes they have no choice.
I can share people I care about.
I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.
I can tell you how I feel when I lose someone or something that I care about.

SEAL – CHANGES Summer 1

I can tell you what a habitat is and know that it is hard to change one.
I know what it means when something is or isn't your fault.
I can tell you about a plan I have made with the class to change something in our school.
I can plan to overcome obstacles that might get in the way.
I know that I make my own choices over my behaviour.

SRE Summer Term Lesson 3
Describe the physical differences between male and females.
Name the different body parts.

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Teaching through stories / Ideas about God	Learning Outcome Q – How does the Bible show Christians how to treat each other?
	Understand that Jesus told stories to teach people about God, how to behave and how to treat each other.
	Respond sensitively to the values, feelings and concerns of others.
	Know that stories often contain inner meanings and messages.
	Identify the key concepts and ideas in the stories Jesus told.
	Make links between the religious teaching in the story, the beliefs that underpin it and their own experiences and feelings.
	Know that Christians and Jewish people believe God to be the creator and sustainer of the universe.
	Know that Christians believe that God is present and active in their everyday living.
	Identify how Christians express their understanding of God's nature in concepts such as God as a loving parent or friend.
	Know that believers talk to God in different ways through prayers.
Recognise that Jewish people have symbols which remind them about God and the nature of their relationship with God.	
Easter	Learning Outcome Q – What do the Easter symbols represent?
	Understand what is meant by the idea of something being special or precious.
	Identify how aspects of Easter are special eg new life, hope etc
	Know that Christians believe that Jesus is God's gift to the world.
	Understand that Sunday is traditionally the Christian Holy day and many Christians attend worship.
	Recognise how Christians celebrate Sunday through worship in church.
	Explore religious artefacts and know that they are important because they symbolise key beliefs and aspects of faith.
Recognise that religious festivals are special times of worship and celebration for believers.	
Judaism	Learning Outcome Q – How do Jews use guidance from the Torah in their everyday lives?
	Know about Moses and the importance of his contribution to Jewish history.
	Reflect on their own feelings and experiences in relation to aspects of the Moses / Exodus story.
	Identify the key features of the Purim story and festival.
	Know that Synagogues are the special places where Jewish people meet for worship and keep the Torah.
	Recognise what the Torah is and why it is special to the Jewish people.
	Know about the content of the Torah and what it teaches Jewish people about God and how they should live.
	Explore what is of value in their own lives, what they believe in and consider how they know how to behave.
	Understand how carefully a Torah scroll is made and what this shows about the importance of Jewish people.
	Know that Jewish people have a distinctive pattern to the week which is based on the creation story in the Torah and is reflected in their lifestyle.
Evaluate what they know about Jewish beliefs and practices.	

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