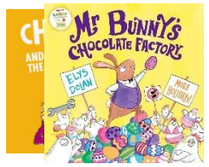
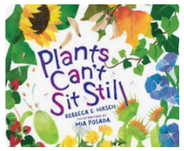
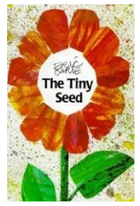
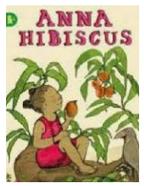
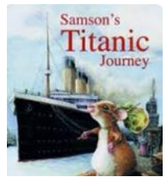
Year 2 Curriculum Map

English Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Cocoa Creations	**Theme:** Kings, Queens and the Crown	**Theme:** Let it Grow	**Theme:** Amazing Africa	**Theme:** All Aboard	**Theme:** Invention Adventures
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
		 			
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Discuss the sequence of events in books and the relationships between information. Understand books through background knowledge, checking for comprehension, making inferences, and asking questions.	Read words with common suffixes. Discuss the sequence of events in books and the relationships between information. Understand books through background knowledge, checking for comprehension, making inferences, and asking questions.	Learn and recite poems by heart with appropriate intonation. Explain and discuss understanding of books, poems, and other material, both listened to and read independently.	Listen to and discuss contemporary and classic poetry, stories, and non-fiction beyond independent reading level. Explore non-fiction books with different structures. Participate in discussions about reading material, taking turns and listening to others.	Listen to and discuss contemporary and classic poetry, stories, and non-fiction beyond independent reading level. Explore non-fiction books with different structures. Discuss favourite words and phrases.	Recognise simple recurring literary language. Clarify word meanings and connect new meanings to known vocabulary.

English Writing

Topics	Topics	Topics	Topics	Topics	Topics
Fiction: chocolate cake description, narrative **Non fiction:** Instructions, 'All about chocolate' information leaflet **Poetry:** performance poetry	**Fiction:** Character description, narrative **Non-Fiction:** Information text **Poetry:** acrostic poems	**Fiction:** Letter, narrative **Non-Fiction:** Explanation text **Poetry:** Acrostic	**Fiction:** Setting description, narrative **Non-Fiction:** Non-chronological report **Poetry:** Cinquain	**Fiction:** Diary, narrative **Non-Fiction:** News report **Poetry:** Shape	**Fiction:** Description, narrative **Non-Fiction:** Recount of trip **Poetry:** Riddles

Skills	Skills	Skills	Skills	Skills	Skills
Form simple past tense by adding ed. Write expanded noun phrases. To use the conjunctions ‘and’ and 'but' and 'that'. Use adventurous vocabulary appropriate to task. Reread to check writing makes sense. To write in first person. To appropriately sequence ideas.	To use exclamation marks. To introduce adverbs. Move from generic to specific nouns. Alliteration Reading with expression. To use time conjunctions.	To use questions. To use a range of sentence starters. To use the conjunctions if, so and because. Prepositional phrases. Form comparatives and superlatives by adding ‘er’and ‘est’. Select relevant content to show awareness of purpose and audience.	To use similies. Revisit first person and past tense. To use emotive language. To write about real events. Onomatopoeia	Commas in a list. Apostrophes appropriate to purpose (contractions and possession). Conjunction or and when. To use sentences in different forms. Questions	Onomatopoeia. Further prepositional phrases. Add suffixes to spell longer words: ‘ment’and ‘ness’.

Mathematics

Topics	Topics	Topics	Topics	Topics	Topics
Place Value Addition and Subtraction	Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and 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. Solve problems with addition and subtraction. Use 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	Identify and describe the properties of 2-D shapes, including the number of sides and line 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.	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. 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.	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers. Compare and order lengths and record the results using >, < and =. Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. Compare and order mass, volume/capacity and record the results using >, < and =.	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. 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.	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. 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 anticlockwise).

(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 solve missing number problems.					

Science

Topics	Topics	Topics	Topics	Topics	Topics
Living Things and their Habitats	Living Things and their Habitats	Plants	Animals including Humans	Everyday Materials	Everyday Materials
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Explore and compare the differences between things that are living, dead, and things that have never been alive. Use their observations and ideas to suggest answers to questions.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Gather and record data to help answer questions.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. Observe closely, using simple equipment. Perform simple tests Identify and classify.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching. Ask simple questions and recognise that they can be answered in different ways.

Humanities

Topics	Topics	Topics	Topics	Topics	Topics
Geography: Map skills	**History:** Lives of significant individuals and significant events	**Geography:** Continents and oceans	**Geography:** Human and physical comparison to a non-European country	**History:** Significant events beyond living memory	**History:** Changes within living memory
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Identify and describe the lives of significant individuals in the past who have contributed to national and international achievements. Identify significant historical events, people and places in their own locality.	Name and locate the world's seven continents and five oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Compare on Digimaps Africa vs UK and data input/data interpretation.	Identify events beyond living memory that are significant nationally or globally.	Identify changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Computing

Topics	Topics	Topics	Topics	Topics	Topics
Online Safety Creating Pictures	Effective searching Presenting Ideas	Spreadsheets	Coding	Questioning	Making Music
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Online Safety: Refine searches using the Search tool. Share work electronically using the display boards.	**Effective Searching:** Understand the terminology associated with the internet and searching.	Understand what a spreadsheet is used for. Understand what a spreadsheet looks like.	Understand what an algorithm is. Create a computer program using an algorithm.	To show that the information provided on pictograms is of limited use beyond answering simple questions.	**Making music:** To be introduced to making music digitally using 2Sequence.

Use digital technology to share work on Purple Mash to communicate and connect with others locally. Have some knowledge and understanding about sharing more globally on the Internet. **Creating Pictures:** Explore explore 2Paint A Picture. Look at the work of Impressionist artists and recreate them using the Impressionism template. Look at the work of pointillist artists such as Seurat. Recreate pointillist art using the Pointillism template. Look at the work of Piet Mondrian and recreate it using the Lines template. Look at the work of William Morris and recreate it using the Patterns template. Look at some surrealist art and create picture using the eCollage function in 2Paint A Picture.	Gain a better understanding of the internet. Create a leaflet to help someone search for information on the internet. **Presenting ideas:** Explore how a story can be presented in different ways. Make a quiz about a story or class topic. Make a fact-file on a non-fiction topic. Make a presentation to the class.	Navigate around a spreadsheet and enter data. Learn new vocabulary related to spreadsheets. Add different types of images to a spreadsheet. Use image as calculation aids. Use the 'move cell' tool to make images draggable. Use clipart images in a spreadsheet. Assign values to images. Use assigned values in calculations. Use 2Calculate totaling tools. Use 2Calculate to solve a simple puzzle. Explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. Add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data.	Create a program using a given design. Understand the collision detection event. Understand that algorithms follow a sequence. Design an algorithm that follows a timed sequence. Understand that different objects have different properties. Understand what different events do in code. Understand the function of buttons in a program. Know what debugging means. Understand the need to test and debug a program repeatedly. Debug simple programs.	Use yes/no questions to separate information. Construct a binary tree to separate information. Use 2Question (binary tree) to answer questions. Use a database to answer more complex search questions. Use the search tool to find information.	Explore, edit and combine sounds using 2Sequence. Add sounds to a tune to improve it. Know how music can be used to express feelings and create tunes which depict feelings. Upload a sound to a bank of sounds into the Sounds section. Record their own sound and upload it to the Sounds section. Create their own tune using the sounds which they have added to the Sounds section.

Art

Topics	Topics	Topics	Topics	Topics	Topics
Ceramics 	Self Portraits 	Landscapes/flowers Composition Famous artists 	Pattern 	3D modelling 	Famous Artists
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Wayne Thiebaud Inspired Chocolate Shop Pupils create 3D clay desserts inspired by Wayne Thiebaud to build a Year 2 chocolate shop display. ▪ Class 1: Cake Slice – model a decorated cake slice with icing, layers, and texture. ▪ Class 2: Donut – sculpt a donut with glaze, sprinkles, and bold colour. ▪ Class 3: Cupcake – create a cupcake with frosting swirl and decorative toppings.	**Royal Portraits** Pupils create regal self-portraits inspired by stories such as The Queen's Handbag, Katie Goes to London, and The Queen's Orangutan. Draw or paint themselves as kings or queens, then enhance portraits with collage crowns, jewels, and royal accessories to create a finished display piece. Skills: drawing, painting, collage, self-portrait, design, detail, creativity.	**Painting with Depth** Create a painting showing foreground, middle ground, and background using non-traditional tools such as sponges, forks, rollers, and daubers. Explore the work of Claude Monet and Henri Matisse. Skills: composition, depth, layering, texture, experimental mark-making, colour mixing. **Colour Wheel Flower Paintings** Use the colour wheel to choose two complementary colours for flower paintings and use correct art vocabulary to describe	**Kente Cloth Inspired Printing** Create repeating styrofoam prints inspired by the geometric patterns and colours of Ghanaian Kente cloth. Skills: printing, pattern, shape, colour, repetition. **African Sunset Silhouette Paintings** Paint African sunset backgrounds with animal silhouettes in the foreground. Skills: painting, colour blending, silhouette, brush control, composition. African Pattern & Textile Collage	**Titanic Shoebox Diorama** Create a shoebox diorama of a room onboard the Titanic, such as a cabin, dining room, or deck area, to combine into a whole-class display. Skills: model making, construction, collage, painting, detail work, creativity. Link with English diary write. **Titanic Porthole Iceberg Artwork** Create an ocean scene viewed through a ship's porthole, featuring textured icebergs using printing, collage, or mixed media techniques.	**Vincent van Gogh Sunflower Paintings** Paint expressive sunflowers inspired by Van Gogh using bold brushstrokes and vibrant colour to show texture and movement. Skills: painting, brush control, colour mixing, texture, observation. **Sandra Silberzweig Inspired Selfies** Create bold self-portraits inspired by Sandra Silberzweig using bright colours, patterns, and simplified facial features to show emotion and personality.

Skills: sculpture, shaping, modelling, texture, colour, detail, creativity. **Fantasy Chocolate Factory Drawings** Draw imaginative chocolate factories with rivers, machines, sweets, and inventions inspired by Charlie and the chocolate factory. Skills: drawing, imagination, perspective, detail, composition.		choices. Add detail using oil pastels to create texture. Explore the work of Van Gogh and Georgia O'Keeffe and be introduced to art auctions and the value of famous artworks. Skills: colour theory, painting, oil pastel techniques, texture, observational detail, art vocabulary.	Explore patterns found on African animals such as zebra stripes, giraffe patches, leopard spots, and snake scales then create collage animals and patterned borders. Skills: collage, pattern design, cutting and sticking, repeating shapes, colour awareness. **Rousseau-Inspired Jungle Collage** Create a layered jungle collage featuring African wildlife such as lions, leopards, or elephants, inspired by the style of Henri Rousseau. Skills: collage, layering, composition, pattern, colour, texture, mixed media.	Skills: texture, collage, printing, colour mixing, composition.	Skills: drawing, painting, colour, pattern, expression, composition. **Paul Klee Colour and Shape Cityscapes** Create imaginative cityscapes using simple shapes and colour blocks inspired by Paul Klee. Skills: shape, colour, composition, abstraction, painting control. **Laurel Burch Inspired Cats** Create decorative cat paintings inspired by Laurel Burch using bold outlines, bright colours, and patterns. Skills: drawing, painting, colour, pattern, line, composition.

Music

Topics	Topics	Topics	Topics	Topics	Topics
Exploring Sounds	Exploring Duration	Exploring Pulse and Rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre, Tempo and Dynamics
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Explore vocal sounds we use to express feelings. Add vocal and instrumental sounds to a poem performance. Add vocal sounds and body percussion to a song. Take turns to express meaning without words. Draw a new cats' conversation and show how the voices move higher and lower in pitch and are long and short in length. Match sounds to mood. Perform a call and response song, expressing mood with voices.	Recognise and feel the pulse/beat in music. Recognise changes in the speed of the pulse. Identify rhythm as the pattern of words. Tap the rhythm of phrases of a song. Copy and identify crotchet and quaver rhythms and rhythm names ta and ti ti. Improvise and compose 4 beat rhythm patterns. Notate crotchet and quaver rhythms using stick notation. Compose winter-themed rhythms, e.g. using snow and reindeer.	Move to the pulse/beat and perform a steady pulse. Compare the speed of the pulse Distinguish between pulse and rhythm. Compose and notate 4 beat rhythm patterns using words and stick notation. Recognise a rest beat in a phrase. Begin to combine pulse and rhythm. Copy and identify crotchet and quaver rhythms (ta and ti ti).	Perform actions in time to the beat in a piece of music. Identify and copy changes in the pitch of animal sounds using voices. Demonstrate changes of pitch in body movements. Learn to sing Nosy dog. Follow a pitch line using hands then voices. Invent sounds using voices and tuned percussion to depict pictures. Create pitch lines to represent a dog travelling in different transport.	Identify two percussion instruments played at the same time by their sound. Consider how the music reflects the action in The Nutcracker ballet. Perform music depicting the Nutcracker storyboard. Listen to Spooky Spinney and join in using voices expressively. Create a spooky scene and discuss ideas in preparation for composition. Perform vocal sounds from the spooky scene. Listen to Night on the bare mountain and discuss how the orchestra creates the scary mood. Explore instrument sounds to describe the characters and objects in your spooky scene. Combine vocal and percussion sounds to perform your spooky scene.	Differentiate between loud and quiet sounds. Choose, control and change the dynamics when playing e.g. louder/quieter. Choose appropriate dynamics for songs and accompaniment. Differentiate between fast and slow. Control changes in tempo: faster/slower. Use a range of changes in tempo both gradually and suddenly.

PE

Topics	Topics	Topics	Topics	Topics	Topics
Dodgeball Gymnastics	Basketball Athletics	Handball Football	Cricket/Rounders Tag Rugby	Netball Tennis	Dance Gymnastics
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Dodgeball Develop movement skills relevant to games i.e. dodging. *(dodgeball)* Develop catching and striking skills. Pass/send a ball, with increasing control, at different speeds – fast/slow.	**Basketball** Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). Show good awareness of others when	**Handball** **Football** Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).	**Cricket/Rounders** Move fluently, changing direction and speed. Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get	**Netball** Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). Show good awareness of others when	**Dance** Perform a range of actions and simple movement patterns with control and coordination. Compose short dances that express and communicate mood, ideas, and feelings,

Engage in competitive physical games, employing simple tactics. *(dodgeball)* Develop problem solving and decision-making strategies. Explore different ways of moving, changing speed and direction fluently. Push/roll/putt a ball towards a target with control. Develop technique when using the golf putter, becoming increasingly accurate. **Gymnastics** Perform a range of actions with control and confidence. Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. Form simple sequences of different actions, using the floor and a variety of apparatus. Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. Continue to develop agility, balance, and coordination.	playing games. Participate in team games. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). Know and show how to defend between ball and target. Decide when and where to run, showing good awareness of surroundings. Pass a ball with control and increasing accuracy and consistency. Move fluently, changing direction and speed – with and without a ball. Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. Develop control and accuracy when throwing and catching a ball. Successfully beat a defender. **Athletics** Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. Begin to show control, coordination, and consistency when running at speed. Develop a range of jumping techniques. Develop the underarm and pull throw technique.	Show good awareness of others when playing games. Participate in team games. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). Know and show how to defend between ball and target. Decide when and where to run, showing good awareness of surroundings. Pass a ball with control and increasing accuracy and consistency. Move fluently, changing direction and speed – with and without a ball. Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. Develop control and accuracy when throwing and catching a ball. Successfully beat a defender.	in line with the ball to receive it. Understand and follow simple rules for games and compete in physical activities both against self and against others. Apply skills and tactics in simple games, including recognizing space and using it to your advantage. **Tag Rugby** Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). Show good awareness of others when playing games. Participate in team games. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). Know and show how to defend between ball and target. Decide when and where to run, showing good awareness of surroundings. Pass a ball with control and increasing accuracy and consistency. Move fluently, changing direction and speed – with and without a ball. Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. Develop control and accuracy when throwing and catching a ball. Successfully beat a defender. Begin tagging players in game situations. *(tag rugby)*	playing games and participate. Participate in team games. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). Know and show how to defend between ball and target. Decide when and where to run, showing good awareness of surroundings. Pass a ball with control and increasing accuracy and consistency. Move fluently, changing direction and speed – with and without a ball. Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. Develop control and accuracy when throwing and catching a ball. Successfully beat a defender. **Tennis** Move fluently, changing direction and speed with increasing confidence. Engage in cooperative and competitive physical activities (both against self and against others). Use and move with a racket with control. Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. Choose and use skills and simple tactics to suit different situations – showing good awareness of others. Perform a range of catching and gathering skills with control. Master basic throwing technique. Throw/Hit a ball in different ways e.g. high, low, fast, slow. Understand and follow the rules of the game, showing good awareness of others when playing games.	varying simple compositional ideas. Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. Work individually and with others. **Gymnastics** Perform a range of actions with control and confidence. Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. Form simple sequences of different actions, using the floor and a variety of apparatus. Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. Continue to develop agility, balance, and coordination.

Spanish					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Greetings and Salutations Introduction to Spanish Days Introductions Days of the week and the months, seasons of the year and planets The Alphabet	Numbers and family The numbers (1-12) Family members Colours Pets and wild animals Hispanic day	The body and school items Descriptions Parts of the body School items	Free time and School Hobbies and outdoor sports Transport Parts of the school School subjects	Food and drinks Food and drinks Fruits and vegetables Hispanic dishes	My world Nationalities Geographical area Parts of the house Items in your bedroom

Skills	Skills	Skills	Skills	Skills	Skills
Use some greetings and salutations. Practise the days of the week and know some planets. Learn the months of the years and seasons. Revise the alphabets.	Know the numbers 1 to 12. Name family members. Practise the colours. Say what pets you have. Name farm and wild animals. Familiarise with the discovery of America.	Introduce physical descriptions. Know parts of the face. Know some parts of the body. Name some school items.	Name some hobbies. Say what sports you practise. Name parts of the school. Know some school subjects.	Name some food and drinks you like. Name some fruits and vegetables you like. Familiarise with some famous Hispanic dishes.	Know some geographical areas. Name places in town. Know parts of the house. Name items in your bedroom.

DT					
Topics	Topics	Topics	Topics	Topics	Topics
Chocolate box			African instruments	Build a better Titanic	Moving Robots Khobar 2030 (STEAM)
Skills	Skills	Skills	Skills	Skills	Skills
Designing Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. **Evaluating** Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.			**Designing** Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials and textiles. **Evaluating** Evaluate their ideas and products against design criteria.	**Designing** Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** Build structures, exploring how they can be made stronger, stiffer and more stable. **Evaluating** Evaluate their ideas and products against design criteria.	**Designing** Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Evaluating** Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.