



Wow Starter: Mantle of the Expert-using our knowledge and skills to save a rainforest creature.

- **Number - number and place value KS1**
- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100; use <, > and = signs
- **m37** use place value and number facts to solve problems.

- **m38** solve problems with addition and subtraction:
- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m40** applying their increasing knowledge of mental and written methods
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - **m43** a two-digit number and ones
  - **m44** a two-digit number and tens
  - **m45** two two-digit numbers
  - **m46** adding three one-digit numbers
  - **m47** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

- **Number - multiplication and division KS1**
- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m50** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- **m51** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- **m52** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Measurement KS1

**Working scientifically KS1**

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions

- **sc26** notice that animals, including humans, have offspring which grow into adults
- **sc27** find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe
- **ge3** I can find and name the four countries of the UK on a map
- **ge4** I can find and name the capital cities of the UK on a map
- **ge5** I can find and name the seas surrounding the UK on a map

- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money
- **m59** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

## Geometry - properties of shapes KS1

- **m63** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- **m64** identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- **m65** identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

## Geometry - properties of shapes KS1

- **m74** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- **m76** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tell them to do
- **co4** I can write a simple computer program
- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co11** I know how to use equipment safely and respectfully
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

- **ge9** I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

- **ge12** I can identify the Equator and North and South Poles on a map and globe
- **ge13** I know that it is very hot in places around the Equator and very cold around the Poles

use basic geographical vocabulary to refer to:  
KS1

- **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

## Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge17** I understand the four basic compass directions and know that on a British map North is always at the top
- **ge19** I can describe the location of places further away and how I might travel to them
- **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- **ge22** I can recognise some human and physical features from an aerial photograph
- **ge23** I can create my own map showing imaginary

# Rainforest heroes-Keepi ng us alive Y2

|  |   |
|--|---|
|  | Understand place value in 2-digit numbers by creating 2-digit numbers |
| placing them on a number line and solving place value additions and subtraction problems |   |
| Add and compare 2-digit numbers and say a number between two given numbers               |   |
| Use language equal to, more than, less/fewer than, most, least                           |   |
| Use language equal to, more than, less/fewer than, most, least                           | Add or subtract 10 from 2-digit numbers                               |
|  | Find number bonds to 10 and practise to 10                            |
|  | Add 1-digit to 2-digit numbers, bridging 10 and using known facts     |
| Recall number facts to 20; number pairs (4 to 20) and bonds to 20                        |   |
|  | Add 1-digit to 2-digit numbers to reach the next multiple of 10       |
|  | Subtract 2-digit from 2-digit numbers by counting up/backwards        |
|  | Use place value and number bonds to solve problems                    |
|  | Add 1-digit to 2-digit numbers to reach the next multiple of 10       |
|  | Subtract 2-digit from 2-digit numbers by counting up/backwards        |
| Recall number facts to 20; number pairs (4 to 20) and bonds to 20                        |   |
|  | Find change from 10p and 20p by counting up/backwards                 |
|  | Find change from 10p and 20p by counting up/backwards                 |
| Add/subtract 2-digit numbers to/from 2-digit numbers by counting up/backwards            |   |
| Use coins to solve simple problems involving addition, subtraction and giving change     |   |
| Give money   |   |
| Recognise, name and describe cubes, spheres, cones, cuboids, pyramids                    |   |
|  | Identify 2D shapes on the faces of 3D shapes                          |
|  | Make cubes, cuboids, cylinders and modelling materials                |
|  | Make cuboids, cubes, tetrahedra and pyramids from nets                |
| Tell the time to the nearest quarter of an hour using analogue clocks                    |   |
| Order and compare 2-digit numbers and say a number between two given numbers             |   |
| Use language equal to, more than, less/fewer than, most, least                           |   |
| Understand place value in 2-digit numbers by creating 2-digit numbers                    |   |
| placing them on a number line and solving place value additions and subtraction problems |   |
|  | Round 2-digit numbers up or down to the nearest 10                    |
| Estimate a set of objects  |   |

- Fixation-A Twist in the Tale (traditional tales with a twist!)
- Make predictions
- Discuss key fairy-story features
- Explore characters within a story
- Write statements, questions, explanations and commands
- Use appropriate expression
- Ask and answer questions about a text
- Comprehension exploring characters and feelings in the text
- Discuss good and bad characteristics of fairy-tale characters
- Use subordination when writing a story
- Write one sentence using subordination to link events together
- Rehearse sentences orally before writing them down
- Revise full pages, questions for clarification and exclamation marks to delineate sentence boundaries
- and the term punctuation introduce word classes: adjectives
- Link adjectives to nouns
- Plan, write, edit and revise a traditional tale
- Non-Fiction-Does Chocolate grow on trees?
- Explore the layout of an explanation text
- Use a glossary to understand technical words
- Discuss and record ideas for a simple flow chart
- Ask and answer questions to find out more information
- Identify and use adjectives accurately
- Understand the term 'adjective'
- Use extended noun phrases to create a slogan
- Discuss success criteria for explanation texts
- Collect information for an explanation text
- Plan, write, revise and edit an explanation text

Poetry

- Reading Three Days into March by Mairi Andrew and 'First Spring' by Grace Nicholls
- Explore imagery and poet's use of descriptive language
- Explore poet's feelings and their vocabulary choices
- Describe and write a word picture poem

Yoga -Debbie McAllister  
Dance-Michelle Hankinson  
Gymnastics with Sam  
Swimming Tuesday afternoon

Henri Rousseau inspired art  
explore the painting by Henri Rousseau "Tiger in a Tropical Storm"  
and other jungle paintings

What colours does Rousseau use/ how does he work?  
Collect images of different jungle paintings by Rousseau.  
What do they think about the images. Record thoughts, feelings, opinions.

ICT link to explore creating a digital Henri Rousseau style picture  
<http://www.nga.gov/kids/zone/jungle.htm>  
 Use the website: <http://www.nav.vic.gov.au/orangerie/styles.html>

Explore colour mixing to make greens and blues.

Use sketch book to collect different images of leaves/methods of representation.  
Creating a 3D image. Collect children's ideas for layering in art work.

Rainforest music. Compose music evocative of trees/forests.  
Music Gamelan music (Indonesian/ Bali) tuned percussion  
Glockenspiel/chime bars/  
Charanga music programme-violin tuition

- Judaism
- Visit to synagogue
- The Easter Story

## OUTDOOR LEARNING

Safety Workshop  
learning about  
road safety,  
safety with rail  
transport,  
fire safety  
and  
Safety  
in the  
home

- Aspects of Animals including Humans topic
- Investigating heart rate, muscles, breathing
- Developing experiments outdoors
- Investigating how plants get food

Visit to  
Synagogue in  
Newcastle  
As part  
of our  
Judaism  
topic

If you see this message you must have added too many skills. **YOU CAN CHANGE THE FONT SIZE** and tick the 2 column box to fit more skills in.  
Please select fewer skills. Alternatively you could create more than one wheel. For example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

## PHYSICAL EDUCATION

KS1

- **pe.1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- **pe.1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

# Rainforest heroes-Keeping us alive Y2 - Stage Coverage

| UNDERSTANDING THE WORLD  | MATHEMATICS AND COMPUTING   | PHYSICAL EDUCATION  | EXPRESSIVE ARTS AND DESIGN  | LITERACY   | PSED & RELIGIOUS EDUCATION   |  |
|--|---|---|---|--|--|--|
| <p><b>Working scientifically</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sc1</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</li><li>• <b>sc2</b> asking simple questions and recognising that they can be answered in different ways</li><li>• <b>sc3</b> observing closely, using simple equipment</li><li>• <b>sc4</b> performing simple tests</li><li>• <b>sc5</b> identifying and classifying</li><li>• <b>sc6</b> using their observations and ideas to suggest answers to questions</li></ul> | <p><b>Number - number and place value</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m32</b> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li><li>• <b>m33</b> recognise the place value of each digit in a two-digit number (tens, ones)</li><li>• <b>m34</b> identify, represent and estimate numbers using different representations, including the number line</li><li>• <b>m35</b> compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>• <b>m37</b> use place value and number facts to solve problems.</li></ul> <p><b>Number - addition and subtraction</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m38</b> solve problems with addition and subtraction:</li><li>• <b>m39</b> using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• <b>m40</b> applying their increasing knowledge of mental and written methods</li><li>• <b>m41</b> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>• <b>m42</b> add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li><li>• <b>m43</b> a two-digit number and ones</li><li>• <b>m44</b> a two-digit number and tens</li><li>• <b>m45</b> two two-digit numbers</li><li>• <b>m46</b> adding three one-digit numbers</li><li>• <b>m47</b> show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li></ul> <p><b>Number - multiplication and division</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m49</b> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>• <b>m50</b> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li><li>• <b>m51</b> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li><li>• <b>m52</b> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li></ul> <p><b>Measurement</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m57</b> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li>• <b>m58</b> find different combinations of coins that equal the same amounts of money</li><li>• <b>m59</b> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul> <p><b>Geometry - properties of shapes</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m63</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li><li>• <b>m64</b> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li><li>• <b>m65</b> identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li><li>• <b>m66</b> compare and sort common 2-D and 3-D shapes and everyday objects.</li></ul> <p><b>Geometry - properties of shapes</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m74</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li><li>• <b>m76</b> identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>co1</b> understand what algorithms are</li><li>• <b>co2</b> understand how algorithms are implemented as programs on digital devices</li><li>• <b>co3</b> understand that programs execute by following precise and unambiguous instructions</li></ul> | <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pe1.3</b> aster basic movements developing balance co-ordination</li><li>• <b>pe1.4</b> master basic movements, developing agility</li><li>• <b>pe1.5</b> master basic movements and begin to apply these in a range of activities</li><li>• <b>pe3</b> perform dances using simple movement patterns.</li></ul> | <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ad1</b> to use a range of materials creatively to design and make products</li><li>• <b>ad2</b> to use drawing to develop and share their ideas, experiences and imagination</li><li>• <b>ad3</b> to use painting to develop and share their ideas, experiences and imagination</li><li>• <b>ad4</b> to use sculpture to develop and share their ideas, experiences and imagination</li><li>• <b>ad5</b> to develop a wide range of art and design techniques in using colour, pattern, texture,</li><li>• <b>ad7</b> about the work of a range of artists, craft makers and designers.</li><li>• <b>ad8</b> about the differences and similarities between different practices and disciplines, and making links to their own work.</li><li>• <b>ad9</b> about the work of a range of artists, craft makers and designers, making links to their own work.</li></ul> <p><b>Design</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt1</b> design purposeful, functional, appealing products</li><li>• <b>dt4</b> model and communicate their ideas through mock-ups</li><li>• <b>dt5</b> generate, develop, model and communicate their ideas through information and communication technology</li></ul> <p><b>Make</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt9</b> select from and use a range of tools and equipment to perform practical tasks</li></ul> <p><b>Evaluate</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt14</b> explore a range of existing products</li></ul> <p><b>Technical knowledge</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt18</b> build structures, exploring how they can be made stronger</li><li>• <b>dt19</b> build structures, exploring how they can be made stiffer and more stable</li></ul> <p><b>Cooking and nutrition</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt22</b> use the basic principles of a healthy diet to prepare dishes</li><li>• <b>dt23</b> use the basic principles of a varied diet to prepare dishes</li><li>• <b>dt24</b> understand where food comes from.</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>mu1</b> use their voices expressively by singing songs</li><li>• <b>mu4</b> play untuned instruments musically</li><li>• <b>mu5</b> play tuned and untuned instruments musically</li><li>• <b>mu7</b> listen with concentration and understanding to a range of high-quality recorded music</li><li>• <b>mu8</b> listen with concentration and understanding to a range of music</li><li>• <b>mu9</b> experiment with, create, select and combine sounds</li><li>• <b>mu10</b> experiment with the inter-related dimensions of music.</li></ul> | <p><b>Reading - word reading</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e61</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• <b>e62</b> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• <b>e63</b> read accurately words of two or more syllables that contain the same graphemes as above</li><li>• <b>e65</b> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• <b>e66</b> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• <b>e67</b> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• <b>e68</b> re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Reading - comprehension</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e69</b> develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• <b>e70</b> 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</li><li>• <b>e71</b> discussing the sequence of events in books and how items of information are related</li><li>• <b>e72</b> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>• <b>e73</b> being introduced to non-fiction books that are structured in different ways</li><li>• <b>e74</b> recognising simple recurring literary language in stories and poetry</li><li>• <b>e75</b> discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• <b>e76</b> discussing their favourite words and phrases</li><li>• <b>e78</b> understand both the books that they can already read accurately and fluently and those that they listen to by:</li><li>• <b>e80</b> checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• <b>e81</b> making inferences on the basis of what is being said and done</li><li>• <b>e82</b> answering and asking questions</li><li>• <b>e83</b> predicting what might happen on the basis of what has been read so far</li><li>• <b>e84</b> 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</li><li>• <b>e85</b> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul> <p><b>Writing - transcription - Spelling</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e86</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>• <b>e87</b> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li><li>• <b>e88</b> learning to spell common exception words</li><li>• <b>e89</b> learning to spell more words with contracted forms</li><li>• <b>e90</b> learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>• <b>e91</b> distinguishing between homophones and near-homophones</li><li>• <b>e92</b> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li><li>• <b>e93</b> apply spelling rules and guidance, as listed in English Appendix 1</li><li>• <b>e94</b> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul> <p><b>Writing - handwriting</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e95</b> form lower-case letters of the correct size</li></ul> | <p><b>PSED Preparing to play an active role as citizens</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pa12</b> Listen and respond in group discussions.</li><li>• <b>pa13</b> Express own views with increasing confidence.</li><li>• <b>pa14</b> Participate in a simple debate about school issues.</li><li>• <b>pa16</b> Recognise the difference between right and wrong.</li><li>• <b>pa18</b> Beginning to understand that they have more responsibilities to meet the needs of living things.</li></ul> <p><b>PSED Developing confidence and responsibility and making the most of their abilities</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pc21</b> Understand the difference between impulsive and thinking behaviour.</li></ul> <p><b>PSED Developing a healthy, safer lifestyle</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ph8</b> Make simple choices that improve their health and well being.</li><li>• <b>ph9</b> Maintain personal hygiene.</li><li>• <b>ph10</b> Understand that certain actions spread disease.</li><li>• <b>ph11</b> Understand rules for keeping safe in the environment (roads, railways, people, fire, water).</li><li>• <b>ph13</b> To understand that all household products including medicines, can be harmful if not used properly.</li></ul> <p><b>PSED Developing good relationships and respecting the differences between people</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pr20</b> Recognise how their behaviour affects other people.</li></ul> <p><b>RE - Learning From Religion</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>rf20</b> Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</li></ul> <p><b>Learning About Religion</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ra13</b> Explore a range of religious stories and sacred writings and talk about their meanings.</li><li>• <b>ra14</b> Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li><li>• <b>ra18</b> Identify and suggest meanings for religious symbols and begin to use a range of religious words.</li></ul> |  |

