



The Creative Learning Journey

I want my Mummy! Year 2

Wow Starter: Peter Brown - Music of the Egyptians
Evidence through pictures

Final Event: Egyptian Sleepover!
That History Bloke

Teacher: mrspaulacummings
School: Cambo First School



UNDERSTANDING THE WORLD

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
- **sc7** gathering and recording data to help in answering questions.

Living things and their habitats KS1

- **sc20** explore and compare the differences between things that are living, dead, and things that have never been alive
- **sc21** 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
- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats
- **sc23** 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.

Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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
- **ge6** I can talk about some features of each country in the UK and its capital city

Place knowledge KS1

- **ge8** I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK

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 I places around the Equator and very cold around the Poles

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

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi5** I can ask and answer questions about the past
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa17** Able to make 'I' statements instead of blaming others.
- **pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.
- **pa19** Begin to understand what harms their local, natural and built environments.

PSED Developing confidence and responsibility and making the most of their abilities KS1

- **pc22** Share their opinions on things that matter to them.

- **pc23** Recognise, name and deal with their feelings in a positive way.

PSED Developing good relationships and respecting the differences between people KS1

- **pr20** Recognise how their behaviour affects other people.
- **pr23** Consider social and moral dilemmas that they come across every day.

Learning About Religion KS1

- **ra13** Explore a range of religious stories and sacred writings and talk about their meanings.
- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game



Bee mini project to Support Summer Performance and linked to Science topic of Plants STEM Project

The Bee Musical Summer Performance

OUTDOOR LEARNING

Plants
Discovering plants in our school environment.
What sort of plants grow on the field, in the wood or around the pond?
How many can we identify?
Photographing chosen plants across a few weeks to observe their life cycle.

That History Bloke for sleepover and Egyptian activities!

Completing our Arts Award evidence

MATHEMATICS AND COMPUTING

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
- **m36** read and write numbers to at least 100 in numerals and in words

Number - addition and subtraction KS1

- **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
- **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

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 (x), division (÷) 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.

Number - fractions KS1

- **m53** recognise, find, name and write fractions, and of a length, shape, set of objects or quantity

Measurement KS1

- **m55** 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

- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m59** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- **m60** compare and sequence intervals of time
- **m61** 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

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

Geometry - position and direction KS1

- **m68** 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).

Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Geometry - properties of shapes KS1

- **m75** recognise angles as a property of shape or a description of a turn
- **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

Statistics KS1

- **m78** interpret and present data using bar charts, pictograms and tables

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 tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program
- **co7** I can use a variety of technologies to create and save my work
- **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

LITERACY

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.

I want my Mummy! Year 2 - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• 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• sc7 gathering and recording data to help in answering questions. <p>Living things and their habitats <i>KS1</i></p> <ul style="list-style-type: none">• sc20 explore and compare the differences between things that are living, dead, and things that have never been alive• sc21 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• sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats• sc23 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. <p>Plants <i>KS1</i></p> <ul style="list-style-type: none">• sc24 observe and describe how seeds and bulbs grow into mature plants• sc25 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Location knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge1 name and locate the world's seven continents• ge2 name and locate the world's five oceans• ge3 name and locate the four countries of the United Kingdom• ge4 name and locate the capital cities of the four countries of the United Kingdom• ge5 name and locate the seas surrounding the UK• ge6 name and identify characteristics of the four countries and capital cities of the United Kingdom <p>Place knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge8 understand the human and physical geography of a small area in a contrasting non-European country <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• ge12 identify the location of the Equator and the North and South Poles• ge13 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork <i>KS1</i></p> <ul style="list-style-type: none">• ge16 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage• ge17 use simple compass directions (North, South, East and West) <p><i>KS1</i></p> <ul style="list-style-type: none">• hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.• hi2 They should know where the people and events they study fit within a chronological framework• hi3 They should identify similarities and differences between ways of life in different periods.• hi5 They should ask and answer questions• hi7 They should understand some of the ways in which we find out about the past• hi8 and identify different ways in which it is represented.	<p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• 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• m36 read and write numbers to at least 100 in numerals and in words <p>Number - addition and subtraction <i>KS1</i></p> <ul style="list-style-type: none">• 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• m48 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Number - 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properties of shapes <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Geometry - position and direction <i>KS1</i></p> <ul style="list-style-type: none">• m68 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	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.2 master basic movements including throwing and catching• pe2 participate in team games• pe2.1 in team games, develop simple tactics for attacking and defending	<p><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad3 to use painting to develop and share their ideas, experiences and imagination• ad7 about the work of a range of artists, craft makers and designers.• ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt3 generate and communicate their ideas through talking and drawing templates• dt4 model and communicate their ideas through mock-ups• dt5 generate, develop, model and communicate their ideas through information and communication technology <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping• dt7 select from and use a range of tools and equipment to perform practical tasks such as joining• dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p><i>KS1</i></p> <ul style="list-style-type: none">• mu1 use their voices expressively by singing songs• mu2 use their voices expressively by speaking chants and rhymes• mu3 use their voices creatively• mu4 play untuned instruments musically• mu5 play tuned and untuned instruments musically• mu6 listen with concentration and understanding to a range of high-quality live music• mu7 listen with concentration and understanding to a range of high-quality recorded music• mu8 listen with concentration and understanding to a range of music• mu10 experiment with the inter-related dimensions of music.	<p>Reading - word reading <i>KS1</i></p> <ul style="list-style-type: none">• e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• e64 read words containing common suffixes• e65 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• e66 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Reading - comprehension <i>KS1</i></p> <ul style="list-style-type: none">• e69 develop pleasure in reading, motivation to read, vocabulary and understanding by:• e70 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• e71 discussing the sequence of events in books and how items of information are related• e73 being introduced to non-fiction books that are structured in different ways• e74 recognising simple recurring literary language in stories and poetry• e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary• e76 discussing their favourite words and phrases• e77 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• e78 understand both the books that they can already read accurately and fluently and those that they listen to by:• e79 drawing on what they already know or on background information and vocabulary provided by the teacher• e80 checking that the text makes sense to them as they read and correcting inaccurate reading• e81 making inferences on the basis of what is being said and done• e82 answering and asking questions• e83 predicting what might happen on the basis of what has been read so far• e84 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• e85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Writing - transcription - Spelling <i>KS1</i></p> <ul style="list-style-type: none">• e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly• e87 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• e88 learning to spell common exception words• e89 learning to spell more words with contracted forms• e90 learning the possessive apostrophe (singular) [for example, the girl's book]• e91 distinguishing between homophones and near-homophones• e92 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly• e93 apply spelling rules and guidance, as listed in English Appendix 1• e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Writing - handwriting <i>KS1</i></p> <ul style="list-style-type: none">• e95 form lower-case letters of the correct size relative to one another• e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• e97 write capital letters and digits of the correct size, orientation and relationship to one another and	<p><i>KS1</i></p> <ul style="list-style-type: none">• sl1 listen and respond appropriately to adults and their peers• sl2 ask relevant questions to extend their understanding and knowledge• sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl8 speak audibly and fluently with an increasing command of Standard English• sl9 participate in discussions, presentations, performances, role play, improvisations and debates• sl10 gain, maintain and monitor the interest of the listener(s)• sl12 select and use appropriate registers for effective communication.	<p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa12 Listen and respond in group discussions.• pa13 Express own views with increasing confidence.• pa14 Participate in a simple debate about school issues.• pa15 Identify different choices they can make.• pa17 Able to make 'I' statements instead of blaming others.• pa18 Beginning to understand that they have more responsibilities to meet the needs of living things.• pa19 Begin to understand what harms their local, natural and built environments. <p>PSED Developing confidence and responsibility and making the most of their abilities <i>KS1</i></p> <ul style="list-style-type: none">• pc22 Share their opinions on things that matter to them.• pc23 Recognise, name and deal with their feelings in a positive way. <p>PSED Developing good relationships and respecting the differences between people <i>KS1</i></p> <ul style="list-style-type: none">• pr20 Recognise how their behaviour affects other people.• pr23 Consider social and moral dilemmas that they come across every day. <p>Learning About Religion <i>KS1</i></p> <ul style="list-style-type: none">• ra13 Explore a range of religious stories and sacred writings and talk about their meanings.• ra14 Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.• ra15 Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

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