



*Summerseat Methodist Primary School*  
***Steps in Learning, Skills for Life***

*Expectations for Key Stage One*  
*(Cycle A, Year Two)*

**What knowledge and skills will you gain on your learning journey this year?**

## Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Please find below an overview of the topics that your child will cover this year in Key Stage One:

Oak Class Topics—Cycle A	
Autumn 1	Toys and Games
Autumn 2	Local Geography: Summerseat
Spring 1	Hot and Cold Places
Spring 2	Explorers
Summer 1	Great Britain
Summer 2	Seaside

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

***\*For further detail, please see the Subject Steps in Learning which are our key progression framework. Content in this booklet is summarised.***

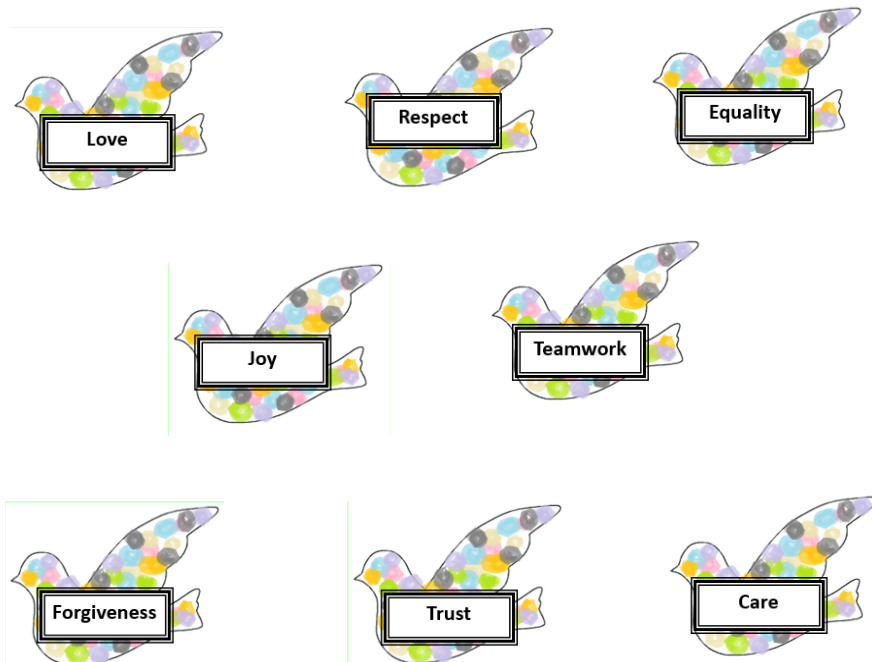


The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

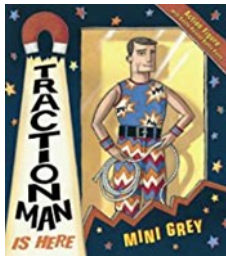
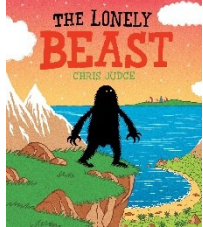
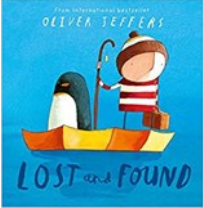
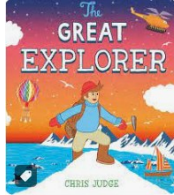

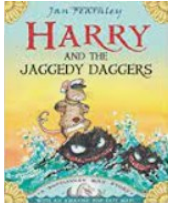
***"I have come so that they may have life and have it to the full."*** John

10:10

**Believe. Achieve. Shine.**



**Summerseat Methodist Primary School – Steps in Learning  
Year Two – Cycle A**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Toys &amp; Games</b>	<b>Local Geography: Summerseat</b>	<b>Hot and Cold Places</b>	<b>Explorers</b>	<b>Great Britain</b>	<b>Seaside</b>
<b>Visits and Visitors</b>		Artist visit from The Lowry. Local area walk				Visit to the seaside
<b>Key Texts</b>	Traction Man - Grey 	The Lonely Beast - Judge 	Lost & Found - Jeffers 	The Great Explorer - Judge 	The Queen's Handbag – Anthony 	Harry and the Jaggedy daggers—Fearnley 
<b>Writing Outcomes</b>	Personnel Profiles Speech bubbles / thought bubbles Character description Story imitation and innovation Letter to ask parents and grandparents about their toys Information page about toys	Poster- Have you seen the Lonely Beast? An emotional speech Story innovation Instruction Make a new ending for the story	Non-chronological report about penguins Description of the journey to the Antarctic Adventure story based on L & F Thank you letter	A list of what to pack Diary entry of each part of the journey. Persuasion not to be eaten Innovating part of the story Biography	Story Innovation Information Page Recount – Visit	Character description Setting/action description Speech bubble
<b>Mathematics</b>	Place value (numbers to 20) Addition & subtraction: numbers within 20 (including recognising money)	Addition & subtraction: numbers within 20 (including recognising money) Place value (numbers to 50) and multiplication	Division & consolidation Place value (numbers to 100) Length & height	Shape Fractions & consolidation	Position & direction Time Problem solving and efficient methods	Weight and volume Consolidation & Investigations
<b>Science</b>	<u>Chemistry</u> Materials (i)	<u>Biology</u> Animals Survival	<u>Biology</u> Plants (Light and Dark part i) <u>Biology</u> Living things and their habitats	<u>Biology</u> Living things and their Habitats cont. <u>Biology</u> Plants (Light and Dark part ii)	<u>Chemistry Materials</u> (ii)  <u>Sustainability</u> Plastics	<u>Biology</u> Plants Bulbs & Seeds Part i <u>Sustainability</u> Wildlife <u>Biology</u> Plants Bulbs & Seeds Part ii

**Summerseat Methodist Primary School – Steps in Learning  
Year Two – Cycle A**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	<u>Changes within living memory</u>  Toy and Games			<u>Significant People</u> <i>Explorers – Christopher Columbus, Ernest Shackleton, Nellie Bly. John Wesley &amp; Martin Luther King</i>		<u>Significant Events / Significant People</u> <i>Monarchs - (Focus - Queen Elizabeth (D) and Queen Victoria) World War I</i>
<b>Geography</b>		Local Geography: Summerseat	Hot and Cold Places		Great Britain	
<b>Art</b>		<u>Drawing</u> <u>LS Lowry &amp; Nigel Walker</u> Topic link – Local Area	<u>Printing</u> Martin Bullinya Indincra Topic link – Hot and cold places		<u>3D Art</u> Antony Gormley Topic link –Great Britain	
<b>Design Technology</b>	<b>Textiles</b> <i>Template and Joining</i> <b>Making puppets</b>  <i>Designer: Henry Holland (Ramsbottom designer)</i>			<b>Food</b> <i>Preparing fruits and vegetables</i>  <b>Explorers Picnic – vegetable cous cous &amp; sandwiches using seasonal fruit or vegetables</b>		<b>Mechanisms Sliders and Levers</b> <i>Sandcastles at the seaside</i>  <i>Links to History topic</i>
<b>Computing</b>	Introduction to Purple Mash 3 weeks  Creative computing 4 weeks  Online Reputation/Self-image & identity	Creating pictures 5 weeks  Managing Online Information	Spreadsheets 56weeks  Privacy & Security/Copyright & Ownership	Animated stories  Online Relationships & Bullying	Coding 6 weeks  Health, Wellbeing & Lifestyle	Unit 2.1-Coding 6 weeks
<b>Music</b>	<b>Zoo-time (Reggae)</b>	Songs for Christmas performances	Western Classic to 1940: Baroque period - Handel 'Hallelujah from Messiah' Western Tradition & Film post 1940: Anna Meredith 'Connect it (Body Percussion)	Percussion & Boomwackers 2	<b>In The Groove (Various Styles)</b> (Blues, Baroque, Latin, Bhangra, Folk and Funk.)	<b>Round and Round (Latin style)</b> (explore pitch, rhythm and pulse)
<b>RE</b>	1.2 CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community? Methodist Unit: Belonging together: Why does it matter to be part of a community? What can we learn about Christians and community life?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live?	Who is Jewish and how do they live?	How should we care for the world and for others, and why does it matter?
<b>PSHE</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships / Changing Me	

## Reading

### Oracy and Reading

Participates in purposeful discussions about what is read to them, taking turns and listening to what others say

Asks questions about a text

Reads aloud, and accurately, books closely matched to their improving phonic knowledge

Rereads age-appropriate texts to build up fluency and confidence in word reading Uses a range of punctuation to add expression and understanding to the text

Retells a range of stories, fairy stories and traditional tales through a chosen format Discusses favourite words and phrases

Builds up a repertoire of poems learnt by heart, reciting some, with appropriate intonation

### Word Reading & Decoding

Reads sentences and short sections of text with increasing fluency (90 wpm for EXS)

Reads a range of suffixes added to familiar root words

### Language in Context: V

Checks that the text makes sense as they read and corrects inaccurate reading

Discusses word meanings, linking new meanings to those they already know

Uses the context of the text to support understanding of decodable but unfamiliar words

Collects words from their reading to use in their own writing

Recognises recurring literary language in poems and stories

### Comprehension – Retrieval: R

Recalls main points with reference to the text

Reads closely to obtain specific information

Identifies, selects and highlights key words to answer questions on a section of text

Is beginning to scan for a specific purpose

### Comprehension – Sequencing & Summarising: S

Discusses how events and information from across a short text are related

Summarises the main points from a short section of text

### Comprehension – Inference: I / P

Answers how and why questions from a short text

Discusses the actions of characters and justifies views on the basis of what is being said and done

Is beginning to identify the author's main purpose for writing

P Makes predictions on the basis of what has been read so far

### Comprehension: Themes & Conventions: E

Makes links between texts that they've read

Recognises and talks about the main differences between fiction and non-fiction texts

Uses non-fiction texts that are structured in different ways to find information

Is becoming familiar with the forms of different rhymes and poems



## A Year Two Child English

### Speaking

- Ask questions to gain information and to clarify meaning
- Express themselves using complete sentences when required
- Make more specific vocabulary choices; for example, technical language
- Take turns when talking in pairs or in small groups
- Offer appropriate comments in paired or small group discussion
- Begin to be aware that formal and informal situations require a different role and language
- Retell a familiar story using narrative language and linking words and phrases
- Hold the attention of listeners by adapting the way they talk
- Begin to understand how to speak for different purposes and audiences
- Perform a simple poem from memory

## Writing

### Oracy for Writing

Generates and develops ideas orally with growing independence.

Retells stories in detail and sequence.

Reads own writing aloud with clear expression.

### Composition: Sentences

Writes sentences using different forms: statements, exclamations, questions, commands.

Uses contractions accurately (e.g. can't, won't).

Joins clauses with coordination (and, but, or) and subordination (because, when, if, that).

Writes narratives with clear beginning, middle and end.

Uses present and past tense consistently, including progressive forms.

Adds detail with adverbs (e.g. ran quickly).

Begins to write for a range of purposes.

### Punctuation

Uses full stops, exclamation marks and question marks correctly in most sentences.

Uses apostrophes for contractions and singular possession with increasing accuracy.

### Composition: Editing

Re-reads writing to check sense and tense.

Proof-reads for punctuation and spelling errors with growing independence.

Suggests simple improvements to own and others' writing.

### Spelling

Writes phonetically plausible words in line with teaching.

Spells common exception words and words using taught phonemes.

Adds suffixes (-ment, -ness, -ful, -less, -ly) to spell longer words.

Spells more contracted forms and applies taught rules.

Writes simple dictated sentences including taught words and punctuation.

### Handwriting

Forms lower-case, capital letters and digits correctly and in proportion.

Writes lower-case letters of consistent size relative to one another.

Uses diagonal and horizontal joins where appropriate.

Recognises when letters are best left unjoined.

## Punctuation

**Capital letters (ABC):** for names, the word I and at the beginning of all types of sentences

**Full stops (.):** used at the end of statement sentences

**Question marks (?):** used at the end of a question sentences

**Exclamation marks (!):** used at the end of exclamation sentences and to show shock or surprise

**Comma (,):** used in between words in a list written as a sentence and to separate clauses in sentences

**Apostrophes ('): to show possession** E.G the girl's dog OR to show missing letters in contracted words e.g. I am to I'm

## Word Classes

**Noun:** Person, place or thing

**Adjective:** Describes a noun

**Verb:** Action word

**Adverb:** Describes the verb or adjective

**Noun Phrase:** A noun and the simple words that go with it in the sentence  
the girl OR a ball

**Expanded noun phrase:** A noun and adjective the little girl OR a spotty ball OR the green, scaly dragon.

Remember: Always think of a sentence before you write it down and **CHECK IT!**

## Grammar Knowledge Organiser

# 2

## Terminology

noun

noun phrase

statement

question

exclamation

command

compound

suffix

adjective

adverb

verb

tense (past, present)

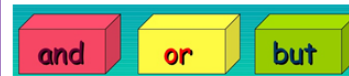
apostrophe

comma



## Sentence - Conjunctions

**Conjunction:** join short clauses up to make longer sentences.



Co-ordinating  
Conjunctions



## Sentence - Conjunctions

**Statements** tell the reader something and end with a full-stop. *It is usually cold in winter.*

**Commands** begin with a verb, tell the reader to do something and end with a full-stop.  
*Brush your teeth.*

**Questions** need an answer and end with a question mark.  
*What did you learn at school today?*

**Exclamations** start with "how" or "what", contain a verb and end with an exclamation mark.  
*What a beautiful dress! OR How amazing it was!*



**Present tense:** When something is happening now  
E.G. Sam is playing football. OR Sam plays football

**Past Tense:** When an event has already happened  
E.G. Sam was playing football OR Sam played football.



# Spelling Knowledge Organiser

## 2

contraction

Consonant

Homophone

Vowel



all	climb	great	my	people	should
are	cold	her	me	put	saw
asked	class	he	Mr	push	very
a	could	have	Mrs	pull	we
after	door	here	mind	poor	was
any	down	house	most	pretty	were
be	do	hold	move	Pass	when
by	every	hour	many	past	what
because	eye	I	make	plant	where
behind	everybody	into	no	path	wild
both	even	is	out	parents	would
break	friend	improve	one	she	who
beautiful	full	it's	oh	said	whole
bath	floor	kind	of	so	water
come	find	like	one	some	with
could	fast	little	once	said	went
called	father	looked	our	says	you
child	go	love	only	school	your
children	gold	last	old	sure	

Phase 2 / Phase 3 / Phase 4 / Phase 5 / Common exception or High Frequency

### Choose to Use - Spellings for the sounds

ee	ea	ee	ey	y
ai	ay	ae	a	
ie	igh	ie	i	
oa	oe	oe	o	
oo	ue	ue	ew	
or	aw	au	ore	
f	ff	ph		
n	kn	gn		
oi	oy		air	are
ow	ou		r	wr
w	wh		ur	ir
n	kn		z	zz
l	ll		s	ss
c	k	ck	ch	tch

### Suffix

- ing, -ed, -er, -est
- \*Short vowel sound with one consonant – **double the consonant** and add the suffix  
*hitting* *hopped*  
*bigger* *gladdest*
- \*Short vowel with two consonants, **just add the suffix**  
*jumping* *shocked*  
*singer* *fastest*
- \*Ending in 'e' – **drop the 'e'** then add the suffix  
*joking* *joked* *later*
- \*Long vowel sound, just add the suffix  
*sailing* *played*  
*loudest*

## Plurals

adding 's' to nouns  
-s, -es, -ies, -ves

1. Just add 's'
2. If the noun ends in a 'sss/sh/ch/x/zz' sound, add 'es'
3. If the noun ends in a 'y', drop the 'y' and add 'ies'
4. If the noun ends in -f or -fe drop the -f, -fe and add 'ves'

plurals

The suffixes **-ment**, **-ness**, **-ful**, **-less** and **-ly** - If a suffix starts with a consonant, it is added straight onto most root words without change.

## Being a mathematician

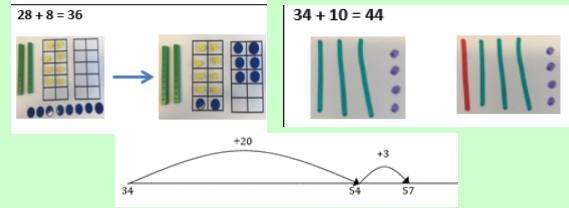
### **Number**

- Read and write to 100 in numerals
- Read and write to 100 in words
- Recognise odd and even numbers
- Count in steps of 2, 3, 5 from any number
- Count on 10 from any number forwards and backwards
- Recognise place value of each digit in 2 digit numbers
- Partition 2 digit numbers into different combinations of tens and ones using apparatus
- Estimate numbers on a number line
- Use estimation to check calculations
- Compare and order numbers from 0 to 100 using  $<$ ,  $>$  and  $=$
  
- Recall and use addition facts to 20 and derive and use related facts to 100
- Add two 2-digit numbers to 100
- Subtract two 2-digit numbers to 100
- Add two 2-digit numbers mentally
- Subtract two 2-digit numbers mentally
- Recall all doubles and halves from double 1 to double 20 / half of 2 to half of 40 (E.g. double 17=34, half of 28 = 14)
- Recognise the inverse relationship between addition and subtraction
- Use the inverse to check calculations
  
- Recall and use multiplication facts for 2, 5 and 10 times tables verbally and in written form
  
- Recall and use division facts for 2, 5 and 10 times tables verbally and in written form
  
- Solve problems involving multiplication facts using mental and written methods
  
- Solve problems that involve division using mental and written methods

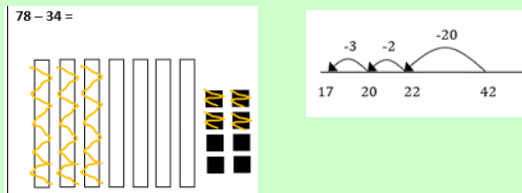


## **A Year Two Child Mathematics**

### Addition strategies

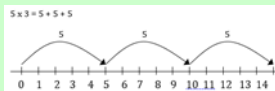


### Subtraction strategies



### Multiplication strategies

#### **Repeated addition** $3 \times 5$



#### **Arrays**

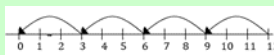


### Division strategies

#### **Sharing** $16 \div 4$



#### **Grouping or repeated subtraction** $12 \div 3$



## Being a mathematician

### **Fractions, Measurement, geometry & statistics**

- Name the fractions  $\frac{1}{3}$ ;  $\frac{1}{4}$ ;  $\frac{1}{2}$  and  $\frac{3}{4}$
- Find fractional values of shapes
- Find fractional values of numbers and lengths
  
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)
- Choose and use appropriate standard units to estimate and measure mass (kg/g)
- Choose and use appropriate standard units to estimate and measure temperature ( $^{\circ}\text{C}$ )
- Choose and use appropriate standard units to estimate and measure capacity (litres/ml)
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- Solve addition problems using money and measure
- Solve subtraction problems using money and measure
  
- Recognise and use  $\pounds$  and 0.p and find different combinations of coins that equal the same amounts
  
- Tell and write the time to 5 minutes
- Know how many minutes in a hour and hours in a day

***For more detail on our mathematical strategies, please see our calculation policy.***

### Turns

Full Turn   Half Turn   Quarter Turn   Left/Anti-Clockwise   Right/Clockwise



### Measure

cm = centimetres

km = kilometres

l = litres

ml = millilitres

g = grams

kg = kilograms

1 metre	100 centimetres
1 litre	1000 millilitres
1 kilogram	1000 grams

### 3D Shapes



square-based pyramid



triangular prism



cone



cuboid



pyramid



cube



cylinder



sphere

### 2D Shapes

Name of shape	No. of sides
Triangle	3
Square	4
Rectangle	4
Pentagon	5
Hexagon	6
Octagon	8

### Fractions

Splitting objects or numbers into equal parts

$\frac{3}{5}$  — numerator  
— denominator

Whole: complete object or number that is not split

Half: two equal parts  $\frac{1}{2}$       Third: three equal parts  $\frac{1}{3}$

Quarter: four equal parts  $\frac{1}{4}$

Unit fractions: when the numerator is 1 e.g.  $\frac{1}{3}$

Non-unit fractions: when the numerator is more than 1 e.g.  $\frac{2}{3}$

Equivalent Fractions  $\frac{1}{2} = \frac{2}{4}$

Fractions with different numerators and denominators but the same value



### Money 100p = £1



# 2



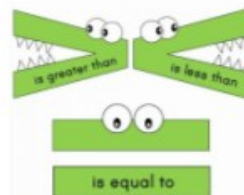
## Maths

### Place Value

Hundreds	Tens	Ones	decimal	tenths
5	4	1		

Numerals: 1, 20, 30, 40, 50, 60, 70, 80, 90, 100

Words: four, seven, eight, thirty, forty, fifty, ninety, hundred



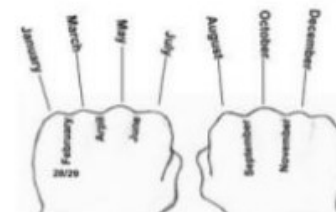
### Time facts

60 seconds = 1 minute

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year



KS1 Aut 1 Cycle A



Materials

To be secure in this unit you must:  
 Know how materials can be changed by squashing, bending, twisting and stretching  
 Identify and name everyday materials: wood, plastic, glass, metal, water, rock  
 Compare and group everyday materials on the basis of simple properties.  
 Know why a material might or might not be used for a specific job (wood, metal, plastic, glass, brick, rock, paper and cardboard).  
 Distinguish between an object and the material from which it is made.

Develop scientific skills:  
 Ask simple questions.  
 Observe closely, using simple equipment.  
 Perform simple tests.  
 Identify and classify.  
 Use observations and ideas to suggest answers to questions.  
 Gather and record data to help in answering questions.

Vocabulary

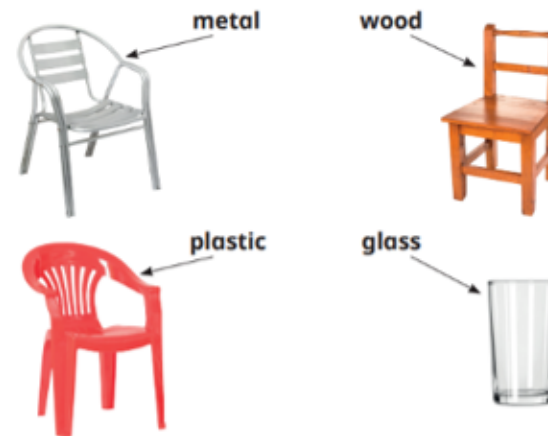
material	What something is made from
object	Something you can see and touch
melt	When a solid turns into a liquid because it gets warm
freeze	When a liquid turns into a solid because it gets cold
ice	Frozen water
float	To stay on top of water or another liquid
sink	To go down under the water or another liquid
absorb	To soak up a liquid
transparent	Let light through so you can see through it clearly
opaque	Does not let light through
solid	A material that keeps its shape
liquid	A material that can flow and be poured
shiny	Bright and reflects light
dull	Not bright and does not reflect much light
heavy	Hard to lift or move
light	Easy to lift or move

useful vocabulary: metal, wood, plastic, glass, rock

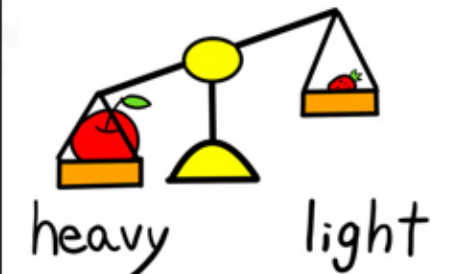
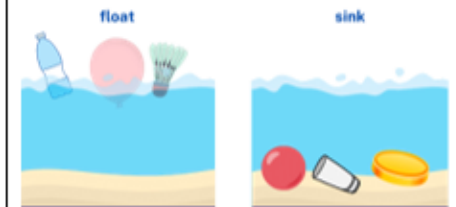
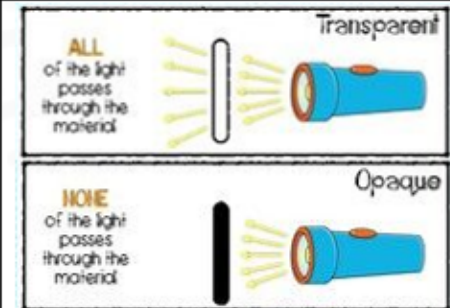
Sticky Knowledge



- object - something that can be seen and touched
- material - what an object is made from



Useful Diagrams



## KS1 Aut 1 A Toys & Games



To be secure in this unit you must:

- Identify some similarities and differences between their own present and aspects of the past from their own family.
- Explain what some artefacts were used for.
- Describe what my toys are like now and understand this is the present.
- Identify some similarities and differences between my own toys and my parent's / grandparents' toys.
- Think about what toys may be like in the future.

Develop historical skills:

- Ask questions I would like to find out the answers to about the past
- Use real life accounts, artefacts, pictures, stories, online sources and databases to find out about the past.
- Place events and artefacts in order on a time line.
- Label timelines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Show an understanding of the concept of nation and a nation's history.

### Vocabulary

<b>Toy</b>	Something for a child to play with.
<b>Game</b>	An activity for amusement and fun.
<b>Leisure</b>	Free time when not working.
<b>Compare</b>	Looking for similarities and differences between two examples.
<b>Changes</b>	Explaining the differences and how something has developed over time.
<b>Older</b>	Existed for a long time, no longer young.
<b>Newer</b>	Made recently or now.
<b>Past</b>	Gone by in time.
<b>Present</b>	Happening now.
<b>Future</b>	Time still to come.
<b>Recent</b>	Having happened, begun, or been done not long ago
<b>Decade</b>	A period of ten years.
<b>Artefact</b>	An object made by a person, such as a tool or a decoration, especially one that is of historical interest.
<b>Material</b>	What something is made of.
<b>Rich</b>	Has lots of money or material possessions.
<b>Poor</b>	Does not have enough money or possessions.



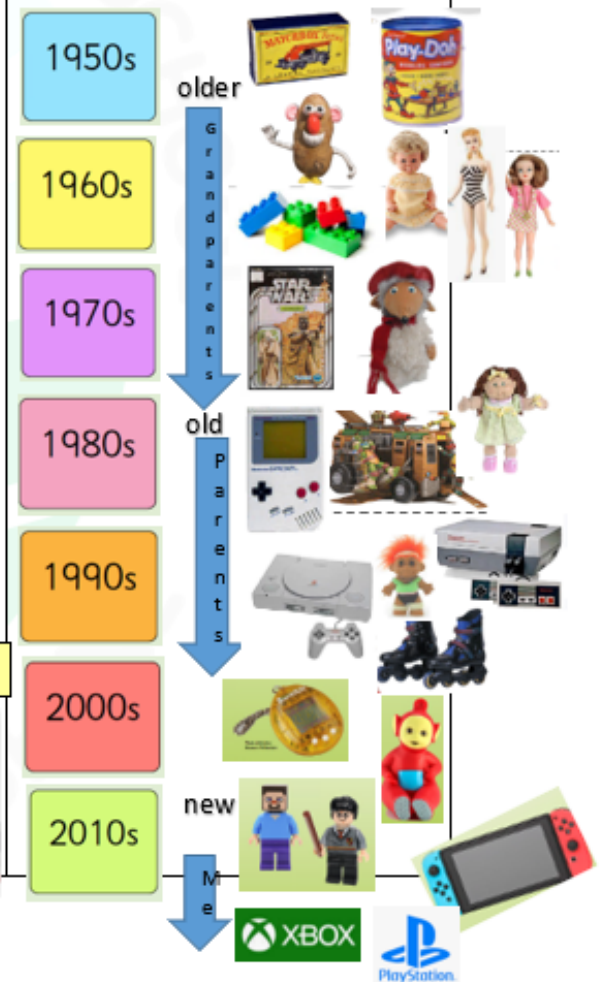
### Sticky Knowledge

- ✓ **Toys can be lots of fun!** You can play with them on your own, with a friend or with lots of people. **They are for joy and amusement.** They can be used in leisure time.
- ✓ **Toys have existed for thousands of years and they were made out of materials available at the time.** Early toys included those made from stone and string. In the past, they have often been made of wood, paper or metal.
- ✓ **Modern toys are usually made out of plastic.**
- ✓ **Toys nationally changed in our grandparents era with the invention of television. Some toys from the 70s started to follow TV programmes.**
- ✓ **In the 80s, toys started to commonly be battery or electronic. This was a significant change within our parents era with computers and consoles becoming increasingly available.**
- ✓ **Toys available to richer and poorer families have always been different.**
- ✓ Toys are now safer than they were in the past.
- ✓ Attitudes about toys have changed.

### Interesting Texts



### Timeline of Toys



## KS1 Aut 1 A Textiles



To be secure in this unit you must:

**Design:**

- Design products that appeal to other users based on design criteria.
- Use drawings to communicate ideas.
- Use a template to aid accuracy of design.

**Make:**

- Choose appropriate materials, tools and equipment to perform practical tasks.
- Join materials and components together using different ways.
- Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics.

**Evaluate:**

- Explore and evaluate existing products.
- Explain what went well or works well in their finished product.
- Explain what has not worked well or challenges faced in their finished product.
- Evaluate against a design criterion.

**Technical Skills:**

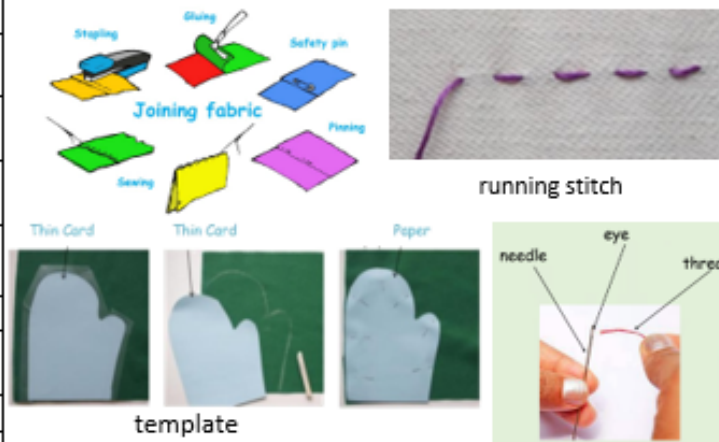
**Textiles:**

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

### Vocabulary

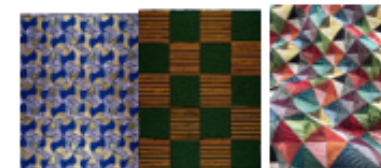
<b>Textile</b>	cloth or woven fabric
<b>Texture</b>	the feel, appearance, or consistency of a surface or substance
<b>fabric</b>	cloth or other material made by weaving together threads
<b>stitch</b>	a movement of thread through cloth or material
<b>running stitch</b>	a line of stitched thread that runs in and out of cloth without overlapping
<b>needle</b>	a thin piece of metal used for sewing
<b>thread</b>	a long thin strand of cotton, nylon or other fibres
<b>attach</b>	join or fasten one thing to another
<b>pattern</b>	a repeated decorative design
<b>template</b>	a shaped piece of rigid material used for making to help cut material accurately
<b>seam</b>	a row of stitched joining two pieces of fabric
<b>mark out</b>	transferring a design, pattern or template onto another material
<b>sew</b>	to join pieces of fabric with stitches

### Sticky Knowledge



### Inspiration

#### Henry Holland



### Key Experiences

Investigate existing hand puppets and discussing what they like about each one.  
 Joining fabrics in a variety of ways and discussing the results.  
 Threading a needle and practicing making a running stitch.  
 Marking out a template around their own hand.  
 Designing a hand puppet based on an animal.  
 Cutting out and sewing together a hand puppet.  
 Decorating the hand puppet to make it appealing to young children.

**Design Brief:**  
 Design, make and  
 evaluate an animal hand  
 puppet to appeal to  
 young children.



## Learning Qualities

### Year Two

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

#### Gaining Independence

- Ask for help (if the time is appropriate)
- Choose and use equipment needed for a set task
- Set a simple target or goal
- Stop and think before acting
- Think about more than one way to solve a problem
- Don't let others distract you

#### Developing Confidence

- Confident to share ideas with others
- Know and understand what they do well
- Recognise where work could have been better
- Understand what they need to do to improve
- Tell others why they enjoy a task
- Tell someone what they have learnt

#### Becoming Collaborative

- Work in a group and take turns
- Prepared to listen to ideas of others without interrupting them
- Confident to share ideas with others
- Actively listen and share ideas
- Confident to both lead and be directed by others
- Consider views of all group members during discussion

#### Building Resilience

- Have a go at something new
- Have a go even when something is difficult
- Never give up
- Keep going even when others find it easy
- Know we can learn from mistakes

#### Being Inquisitive

- Show curiosity about new things
- Ask sensible questions about learning and tasks
- Use 'how' and 'why' when trying to find things out
- Give a simple opinion and explain why
- Explain why they prefer one or two ideas that are proposed
- Give opinions and say which they agree with



# EYFS Cycle A



Be at one with nature

Explore the local coastal landscape



Be a heritage host



Share photographs of their families

Be a helping hand



Do your own beach clean - Wildlife Trust

Summersett Methodist Primary School

Infinite Eight

Core Experiences Offer

Be inspired to aspire



Visit from: Oral Health team, Police, Firefighters

Marvel at the masters



Marvel at the animals of the Savannah and the Antarctic

Be part of a top team



Walk in someone else's shoes



Find out about the work BBC Children In Need do

Be a culture collector



Visit Rowlands Church to explore a place of worship