

Blwyddyn 2- Long Term Curriculum Map

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative. Reflecting, both as artist and audience.

Creating with both skills and knowledge: Using my senses, inspiration and imagination.

Art: space

Music: tempo, timbre

Dance: relationships, performance including physical elements (coordination)

Drama: plot, language, movement (which encompasses gesture and facial expressions)

Film and digital media: narrative, photography

Languages, Literacy and Communication

Oracy

I can...
- Contribute to conversations with others and keep a focus on the topic - Share information and activities to complete a task
I can...
- Concentrate on understanding the main points and asking for clarification - Retell events, sequencing events correctly - Ask relevant questions to find out specific information
I can...
- Express my opinions, giving reasons and provide answers to questions - Extend my ideas by sequencing ideas and including detail - Speak clearly to a range of audiences - Play a specific role, using appropriate language in a structured situation

Reading

I can...
- Choose reading materials independently - Apply reading strategies (see previous) with increasing independence - Read a range of suitable tense with accuracy and fluency - Read aloud with awareness of punctuation and varying intonation, pace and voice - Use text features to locate and understand specific information - Look for key words to find out what the text is about - Use different features to make meaning - Identify key words to search for information on screen and modify search words if necessary
I can...
- Recall and retell narratives and information from texts with some details - Identify information from a text accurately and sort into categories or headings - Explain relevant details from texts - Draw upon my own experience and prior knowledge to support my understanding of texts
I can...
- Recognise and use punctuation as a guide to reading aloud with expression – full stops, capital letters, question marks, exclamation marks, commas, - Use a range of decoding strategies with increasing independence, - Blend and segment long vowel phonemes, - Read high frequency words by sight, - Recognise words and phrases that link sentences, eg after, then, next, during, - Blend and segment sounds in consonant clusters and use this knowledge in reading - Locate new words by decoding. - Use my decoding strategies to read a range of familiar and unfamiliar texts, - I can blend phonemes together automatically and silently.
I can ...
- Express views about information and details in a text - Show understanding and express opinions about language, information and events in texts - Make links between texts I read and new information about the topic

Writing

I can...
- Write for different purposes - Write text which makes sense to another reader, which may include details and pictures - Use talk to plan writing - Re-read and improve my writing to ensure that it makes sense - Experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily.
I can...
- Follow a structure in my writing with support - Follow and build upon a form modelled by the teacher - Organise writing with a beginning, middle and end - Use different types of writing appropriate to purpose and reader
I can...
- Form upper- and lower-case letters accurately and with consistent size - Use capital letters, full stops and question marks accurately and sometimes use exclamation marks - Use connectives to write compound sentences - Use ordering words - Use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement - Use spelling strategies such as segmenting, simple roots and suffixes - Spell high-frequency words correctly
I can...
- Understand and use language appropriate to writing - Use simple subject-related words appropriately.

Translanguaging

I can name the languages I use myself, and those I encounter in my day-to-day life (at school, at home, with different people), <i>e.g. languages spoken by my friends.</i>
When receiving two or more simple sentences, in both my L1 and L2, I can pay attention.
I can repeat back words, phrases and simple sentences in both my L1 and L2. I can identify the topic of information I receive in both my L1 and L2.
I am beginning to summarise the information I have received in another language, using familiar words, phrases and sentences.

Welsh: Oracy

Cwestiwn ac Ateb:
I can understand the following questions and respond orally with the appropriate answers:
Sut wyt ti'n teimlo?
Mae hi'n or gloch
Pa ddydd ydy hi?
Pa fis ydy hi?
Ble mae'....?
Ble mae'....?
Dw i'n dwlu ar....
Pwy sy'n hoffi....?

Welsh: Reading

I can...
- recognise simple and familiar words and phrases in text that are within my experience. - read simple passages.

Welsh: Writing

I can
- write words, phrases and a few sentences to express simple personal and factual information. - use my knowledge of letter sounds and patterns to support my spelling.

Humanities

Religion, Values and Ethics:

Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life
Geography, History, Social Studies, Careers:
Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.

Geography/ History/ Social Studies:

Justice and injustice

Religion, values and ethics:

Faith, knowledge, worship, responsibilities

Outdoor learning:

Flora- bloom, soil, habitat, conditions, weed, thorns

Fauna- vertebrate/ invertebrate, water fowl, woodland birds, nocturnal/ diurnal mammals

Places-lake, bog, beach/dunes

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.

Investigations:

Effect, experiment, similar, different, prior, knowledge, measure, compare

Design thinking:

(with textiles, food, mechanisms, structures or electrical systems):

Evaluate, user, purpose, design, label

Biology:

Life-cycle, digestion, nutrition, pollution

Maths & Numeracy

Developing Numerical Reasoning

- can transfer mathematical skills to play and classroom activities. - I can identify steps to complete the task or reach a solution . - I can select appropriate mathematics and techniques to use. - I can select and use relevant number facts and mental strategies. - I can select appropriate equipment and resources. - I can use knowledge and practical experience to inform estimations
- I can use everyday and mathematical language to talk about my own ideas and choices - I can present work orally, pictorially and in written form, and use a variety of ways to represent collected data - I can devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences
- I can use checking strategies to decide if answers are reasonable - I can interpret answers within the context of the problem and consider whether answers are sensible - I can interpret information presented in charts and diagrams and draw appropriate conclusions

Using Number Skills

I can...
- count sets of objects by grouping in 2s, 5s or 10s - recite numbers beyond 100 forwards and backwards and from different starting points - read and write numbers to 100 - understand place value of a number up to 100 e.g. Partition 2-digit numbers, know the value of each digit. - compare and order 2-digit numbers - use mental recall of number facts to 10 to derive other facts, i.e.: - doubling and halving (know 4+4=8 to work out 40+40=80) - bonds of 10 (use 6+4 to know 60+40 or 16+4=20) - recall and use 2, 5 and 10 multiplication tables. - can count on and back in step sizes (whole numbers) including odd and even numbers
I have experienced finding fractions (halves and quarters) in practical situations using a variety of representations.
I can...
- find small differences within 20 by using 'counting on' strategies - use mental recall of number facts to 10 and place value to add or subtract larger numbers - Understand that multiplication is repeated addition (e.g. 2+2+2 is the same as three twos) - Use a wider range of strategies for calculating (e.g. add /subtract 9 or 11 by adding or subtracting 10 and adjusting) PATTERN /ALGEBRA) - begin to generate sequences of number and pattern - use the equals sign to indicate that both sides of a number sentence have the same value. - I am beginning to understand the inequality signs when comparing quantities to indicate 'more than' and 'less than'. - I can find missing numbers when number bonds are not complete - understand that addition can be done in any order (commutativity)
I can...
- use checking strategies: -repeat addition in a different order -use halving and doubling within 20
I can...
- use different combinations of money to pay for items up to £1 - find totals and give change from multiples of 10p

Health & Wellbeing

Improving my physical health and well-being for life; Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of the life of myself and others; Growing positive relationships with others to help my health and well-being.

Physical health:

Performance, sequence of movements, praise, taking turns, competition, daily hygiene, flexibility, observe and copy, balanced diet, medicine

Thought/Emotion:

Guilty, playful, confused, busy, anxious, awful

Being Inclusive:

Values, unique

Cynefin:

Belonging, disability

Relationships:

Stereotype, rights, freedom

Chemistry:

Transparent, opaque, (non) waterproof, (non) absorbent

Physics:

Position, spin, roll, slide, float, sink, weight, height, width, deep/depth

Coding:

Programme, predict, internet, world-wide-web

Using Measuring Skills

I can...
- estimate and measure using standard units and appropriate measuring equipment. - length, height and distance: metres, half metres or centimetres - weight/mass: kilograms or 10 gram weights
I can...
- Read hours and minutes on a 12-hour digital clock - Read 'half past', 'quarter past' and 'quarter to' on an analogue clock.
I can...
compare daily temperatures using a thermometer (°C)
I can...
- Recognise that a quarter turn is a right angle. - Recognise half and quarter turns, clockwise and anti-clockwise in relation to rotation - I have explored reflective symmetry in a range of contexts - I can identify lines of symmetry in 2D shape - Recognise and name regular and irregular 2D and 3D shapes and understand and use the properties of shape.

Using Data Skills

I can...
- sort and classify objects using more than one criterion, including the use of Venn Diagrams and Carroll diagrams - Gather and record data: - lists and tables - diagrams - block graphs - pictograms where the symbol represents one unit - Extract and interpret information from lists, tables, diagrams - and graphs

Digital Competence: Citizenship

I can...
- Understand that online information leaves behind a footprint - Explain how to keep online data safe
I can...
Begin to explain how devices can have a positive or negative impact on my life
I can...
Add my full name and the date to my work, explaining why this is important
I can...
- Use technology to communicate with others locally and globally - Interact with other people in an appropriate way
Interacting & Collaborating
I can...
Send simple online communication in one or more languages from a single user account
I can...
Use an online collaborative platform to create or edit a file
I can...
- Save work using an appropriate file name - Use an icon to open a saved file.

Producing

I can...
- Plan how to complete a task in relation to identified success criteria - Use keywords to search for specific information to solve a problem
I can...
Create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks.
I can...
Identify what worked and what didn't, giving some of the reasons for my thoughts.

Data & Computational Thinking

I can...
- Explain to others how a designed solution works - Predict the outcome of simple sequences of instructions - Create a simple solution that tests an idea
I can...
- Collect and organise data into groups - Extract information from simple tables and graphs - Record data collected in a variety of suitable formats