YEAR 2019-2020

Our curriculum is currently being updated

Highlighted subjects have been completed others we are working on as a staff and will be completed asap

	AUTUMN		SPRING		SUMMER	
Topic	Space		Africa		Food	
Literacy Big Writing Adventure	Planning a day out	The Silver box				
Maths						
Literacy (phonics, handwriting and grammar						
Literacy						
Science	**Working Scientifically** • *asking simple questions and recognising that they can be answered in different ways* • *observing closely, using simple equipment* • *performing simple tests* • *identifying and classifying* • *using their observations and ideas to suggest answers to questions* • *gathering and recording data to help in answering questions.* **Use of everyday materials** • *Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses* • *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.* **Animals, including humans** • *Notice that animals, including humans, have offspring which grow into adults*		**Working Scientifically** **See Term 1** **Living things and their habitats** • *Explore and compare the differences between things that are living, dead, and things that have never been alive* • *Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other* • *Identify and name a variety of plants and animals in their habitats, including micro-habitats* • *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.* **Habitats 2.6** **Prior Learning in science** Pupils will have learned about the basic groups of animals and should know that animals can be carnivores,		**Working Scientifically** **See Term 1** **Plants** • *Observe and describe how seeds and bulbs grow into mature plants* • *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.* **Local Habitats 2.1**	

- *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

Engaging Science

Materials

Prior Learning in science

In Year 1 pupils learned vocabulary to describe material properties. They carried out simple tests on materials sorted them in order by property, e.g. opacity. They investigated the best material to make a particular object.

Overview of the unit: Pupils explore different materials and begin to link properties with the use of the material, carrying out an investigation to decide on the best material for a particular use and imagining what objects would be like if they were made from "silly" materials. They learn about the life of John Boyd Dunlop who invented the pneumatic tyre.

Common misconceptions

Pupils sometimes use circular arguments when matching a material property and its use, e.g. we use wood for making tables because wood is a good material to make tables from.
The misconception that an object and the material it is made from are the same thing should have been dealt with in Year 1.

Key Concepts

omnivores or herbivores. They will have learned that animals are carnivores, herbivores or omnivores. They should have studied animals and plants in their environment and be used to working outdoors.

Overview of the unit: Pupils spend time learning about familiar and unfamiliar habitats such as woodland and the seashore. They work in the classroom and outdoors to look at animals and plants and further their knowledge of the variety of life in different places and they go pond dipping. They extend their knowledge of the diets of different animals to understand about food chains.

Common misconceptions

Some children assume that animals can choose attributes that suit them for different environments.

Key Concepts

1. Different local conditions in nature are called habitats.
2. Different habitats contain different animals and plants that are suited to their habitats in different ways.

3 Plants make their own food.
Some animals eat plants and some eat other animals.

Animals and their needs 2.3

1. That material properties are linked to their use
2. That the shape of some materials can be changed by forces

Refer to Engaging Science Planning

Living things 2.2

Prior Learning in science

Pupils are likely to have come across the terms living, alive and dead. They will have studied different classes of animals in Year 1 and will know in basic terms what plants need to stay healthy

Overview of the unit: Pupils classify things as living, once alive and never alive. They learn about the characteristics of living things and building and observing a wormery and going outside to hunt for examples of living and non-living things. They look for characteristic of life in plants and establish that plants are living things.

Key Concepts

1. That objects can be classified as living things, things that were once alive and things that have never been alive.
2. That life is characterised by a series of processes that are common to all living things, including plants

Common misconceptions

Children may overemphasise movement

	as a characteristic of living things. Some may think the branches of trees move because the tree is alive not because the (invisible) wind is blowing.		

	AUTUMN	SPRING	SUMMER
History	• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. **Space – first man on he moon (Neil Armstrong)** **Timeline of things happening in space.**	• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. **Africa- Nelson Mandella – changes in rights** **Rosa Parks**	• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Great Fire of London** **Samuel Pepys – eye witness**
Geography	**Location knowledge** • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • 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. **Name and locate places in UK**	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Name and locate the world's seven continents and five oceans** **Africa – compare a locality from Africa to our local environment .** **Climate and how it affects what grows.**	• Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Food topic- where our food comes from. Transporting of food in the uk and from other countries. Locating these countries on maps and globes.**

Discovery RE	Theme – What did Jesus teach? Key question - Is it possible to be kind to everyone all of the time? Religion - Christianity	Theme – Christmas – Jesus as gift from God Concept – Incarnation Key question - Why do Christians believe God gave Jesus to the world? Religion - Christianity	Theme – Prayer at home Key question - Does praying at regular intervals help a Muslim in his/her everyday life? Religion - Islam	Theme - Easter - Resurrection Concept – Salvation Key question - How important is it to Christians that Jesus came back to life after his crucifixion? Religion - Christianity	Theme - Community and belonging Key question - Does going to a mosque give Muslims a sense of belonging? Religion - Islam	Theme - Hajj Key question - Does completeing the Hajj make a person a better Muslim? Religion - Islam
Art	• to use a range of materials creatively to design and make products • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work **Space creating planets using different design techniques and textures.**		• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **African patterns and African masks. Evaluating work.**		• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination **Food topic- observational drawing of fruit and collage using texture and colour.** Giuseppe Arcimboldo – artist who used fruit to create faces.	
Design and Technology	• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Plan and make own planets.** **Make moving spacemen with split pins.**		• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Making elephants **Making jeeps, planning and evaluating.**		• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Creating own food plate. Making pizzas and deserts for restaurant.	

Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes Christmas production Ocarina		• Play tuned and untuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Listen with concentration and understanding to a range of high-quality live and recorded music • Ocarinas African songs and drums.		• Play tuned and untuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Listen with concentration and understanding to a range of high-quality live and recorded music Leavers production Ocarinas	
Computing and Digital Technology **Purple Mash**	Coding	Online Safety	Spreadsheets	Questioning	Effective searching Creating pictures	Making music Presenting ideas
PSHE/Jigsaw	Being me in my world	Celebrating Difference Nelson Mandella – standing up for your rights?	Dreams and goals	Healthy me	Relationships	Changing me
Values	Responsibility	Respect	Sharing	Fairness	Kindness	Integrity
PE	**REAL PE Unit 1** Birthday bike Surprise Skill – Co-ordination floor movement patterns Multi ability focus of personal skills Physical focus of co ordination through floor movement patterns • Complete a 3 step zig zag pattern forwards/backwards • Hopscotch forwards/backwards alternating the hopping leg each time • Complete all the movements gradually increasing the speed **REAL PE Unit 5** **John and Jasmin learn to Juggle** Multi ability focus of applying physical skills Physical focus of co ordination with equipment • strike/kick a ball to a partner in a rally with the same/alternate hand/foot • roll 2 balls to a partner, using both hands, sending 1 as the other is returning **Gymnastics – Unit 1**		**Dance (African)** • perform with control, choosing movemets that express ideas, moods or feelings • link action, rememberning and repeating phrases • describe the mood, feeling and expressive quality of a dance • describe how dancing affects their body • suggest ways they could improve their work **Real PE Unit 5** **Ringo to the rescue** Multi ability focus of applying physical skills Physical focus of Agility: recation/response • I can react quickly and catch a small ball dropped from shoulder height after 1 bounce, balancing on 1 leg • I can complete the same challenge from 1, 2, 3 metres away **Real PE Unit 6** **Sammy Squirrel and his rolling balls** Multi ability focus of healthy and fitness Physical focus of Agility: ball chasing		**Tri golf** • Develop and consolidate skills and apply the principals relating to putting, short game and long game • Apply skills to suit different elements of golf • Use given criteria to analyse performance • Identify specific exercises as part of warm up/fitness routine for golf **Swimming** • Swim with/without swimming aids and support, using their arms and legs to propel themselves • explore different ways of moving in water; use more than one method of swimming; swim and play on/under the surface • recognise how the temperature of the water makes their body feel • identify the activities they are confident with in the water. **Team games** • Apply the basic movements including	

	• balance, supporting weight on different parts of the body and perform a range of actions with control and co ordination • use simple compositional ideas in the sequences they create and perform • carry out forward and backward rolls • adapt sequences to include apparatus • improve own performances with help of ICT and peers **Athletics** **Running** • Run over different distances and obstacles; team running; and passing an implement; understanding how technique, rhythm and stride pattern can affect performance. **Jumping** • Understand take-off and landing combinations; how jumping can be improved, through the development of technique. **Throwing** • Use a range of throwing actions-fling, pull, push; use a variety of softer, lighter, smaller or adapted equipment; recognise how accuracy and distance can be increased through the development of throwing technique.	• I can chase a large/small rolled ball, let it roll through my legs and then collect it in balanced position facing the opposite direction **Gymnastics –Unit 2** • Develop different ways of travelling on feet, hands and feet and without using feet • Remember and repeat gymnastic actions, shapes and balances with control and precision • Devise, repeat and perform short sequences in which there is a clear beginning, middle and end • Work with a partner • Adapt seuences to include apparatus and/or a partner • Use different combinations of floor, mats and apparatus showing control, accuracy and fluency • improve own performances with help of ICT and peers	running, jumping, throwing and catching, as well as develop balance, agility and co-ordination to a range of activities • participate in team games, developing simple tactics for attacking and defending
Enrichment	Planetarium	African dance teacher	Farm visit- linked to food topic
Visitors	Plenetarium visit to school	Mrs Kriedaman – Arica African dancers	Nocturnal Animal man Great Fire of London presentation –