

CLASS 2 CURRICULUM PLAN 2016/17

Term	Science	English	Geography	History	Computing	RE	Art and Design	Design and Technology	PSHE + Citizenship	Music	PE
Autumn 1 An Island Home	Animals including Humans – Healthy Me What do animals/humans need to stay alive? What types of food make up a healthy diet? Sort foods into food groups and use scientific names. How do exercises and diet help to keep us healthy? Data collection – snacks – what happens if we have too many sugary snacks? Why is hygiene important? Know that all animals produce young which grow into adults - How do we change as we grow?	Letters and Sounds – review and revise Phase 5 (long vowel sounds) Stories with familiar settings Katie Morag Stories Read and discuss a range of stories. Discuss and build up character descriptions and talk about their actions. Explore settings. Look at language of time and story structure. Write own versions of story. Information Texts – Life on Struay Dictionaries, glossaries, index, contents Investigate non-fiction books/ICT texts on similar themes to establish key organisation and presentation features. Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Draw on knowledge and experience of texts in deciding and planning what and how to write.	An Island Home Where do we live? Name, locate and identify characteristics of the four countries and their capital cities and its surrounding seas. How is an island different from the mainland? Use maps, and aerial photographs to identify and geographical language to describe key features. How is the land used (jobs, transport)? How can we use keys to record features on a map? Compare, contrast and identify likes and dislikes of Appleton and Coll including human and physical features, landscape, weather, lifestyle etc Explain the facilities that a village, town and city may need and give reasons. How do places change with time? How does this affect people? How could the Appleton and Struay communities be improved?		Digital Media Use colour magic and paint programmes to create pictures selecting appropriate tools to create shapes and changing brush and line size Create images of Struay and Katie Morag	Who should you follow? Explore leaders and how and why they are followed. What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? Harvest What is Harvest and the Harvest Festival? How do we celebrate it? Does everyone celebrate in the same way? Why is bread so important to so many Christians? Do we take food for granted?	Looking at Landscapes Record from observations and explore themes 3D Group modroc sculpture – Struay island Textiles – weaving tartan patterns Drawing – island maps, using contour lines and shade to represent different features <i>Artist focus – Hockney</i> – recreate Struay landscapes in his style. How has he used pattern, colour and shape? What would Katie Morag see out of her window? Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work	Dips and Dippers Explain ideas about how to eat a healthy and varied diet. Develop food vocabulary and classify foods according to type, colour, texture and taste. Name and demonstrate safe and hygienic use of kitchen equipment in preparing dishes. Carry out tastings and explore and evaluate existing products, explaining preferences. Design a new dip and dippers that is appealing to themselves and to others based on their tasting experiences and some simple design criteria. Talk about their finished product, and record through pictures and words how it looks and tastes and how well it matches their original ideas and chosen target group. Katie Morag Porridgies	Respect Living in the Wider World How do they contribute to the life of the classroom? Help construct, and agree to follow, group and class rules and to understand how these rules help them. Health and Wellbeing What constitutes a healthy lifestyle including the benefits of good hygiene, physical activity, rest,	What's the score? Identify ways sounds are made. Identify groups of instruments. Change sounds and use symbols. Make a class composition and score. Use rhythm Ostinato and Melodic Ostinato. Begin to explore harmony.	Health and Fitness – 10 minute Shake Up Challenge Develop understanding of what happens to the body when we exercise – recognise change in temperature and heart rate. Develop understanding of how exercise contributes to a healthy lifestyle. Describe how the body works and feels and understand about exercising safely. Understand the need for a warm up and a cool down. Develop strength, stamina and general fitness. Compare performance over time and identify improvements
Autumn 2 We Will Remember	Plants – Young Gardeners Identify and compare a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen (Christmas trees). Identify and describe basic structure of common flowering plants. Find out what a plant needs to grow and stay healthy. Observe and describe how seeds vary from each other and how they travel. Observe and describe how seeds and bulbs grow into mature plants How do the seasons affect plant growth?	Letters and Sounds – review and revise Phase 5 Poetry and Patterns on the page Remembrance and Fireworks Poetry Read and respond to a range of poems with different patterned structures. Rhyme, rhythm, read aloud and discuss favourite poets. Use structure to write own. Explore the different patterns created, both by the ways words and phrases are used and sequenced, and by the way the text is laid out on page or screen. Use structures to write own calligrams and shape poems Christmas stories Identify and sequence key events in the Nativity story. Explore different versions Retell from different points of view		Remembrance Day - Significant historical events, people and places in their locality. What and who are we remembering? How do we remember them? Where do the World Wars fit into our history? Explore the war memorial in our village – what does it represent/what do we learn from them? Why is it there? How is it significant to our local area – WW1 soldiers from local area? What was life in the trenches like? Recount the life of a famous WW1 soldier – write in character from the trenches. <i>Changes within living memory</i> – how has Britain changed since the world wars? What things were different when our grandparents were children? Find out about the past by talking to an older person.	E-safety Explore how technology is used in and out of school. Identify different methods of communication online and how to use them safely. Begin to evaluate websites and understand that not everything on the internet is true. Understand what to do if something worrying is discovered or help is needed.	Why did God give Jesus to the world? Reflect on the Christmas story and the reasons for Jesus’ birth. Does the world need to be saved/helped? Why? What can I learn from stories from religious traditions? Explore, compare and contrast different versions of the Christmas story	Drawing from observation Explore use of a range of pencils, graphite etc for sketching and shading Sketch Appleton War Memorial focussing on drawing from observation and creating different textures and tones by using different lead types. Use a viewfinder to focus on a specific part of an artefact before drawing it. Fireworks art – masking out and splattering, create a printed piece of art by pressing, rolling, rubbing and stamping Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work	Moving parts Make pinwheel poppies for Remembrance day – explore how to join paper to make the poppy move Growing plants – create hinges and slots to allow for moving parts of a plant Pop up/moving parts Christmas cards – explore different joins and levers to create moving parts	healthy eating and dental health (link to science) Recognise their likes and dislikes and how they to make choices that improve their physical and emotional health. Recognise the consequences (good and not so good) of their choices. Develop vocabulary for explaining their feelings and strategies to help them manage them. Tolerance	Gymnastics Learn to move with confidence and coordination on floor and apparatus. Copy, remember, explore and repeat simple actions at varying speed and levels Plan and perform sequences of movements which follow some ‘rules’ Practice and perform jumps, rolls and balances. Plan and perform sequences of 4 movements. Develop independent and paired sequences on floor and apparatus. Begin to identify the difference between performances and improve sequences based on feedback.	
Spring 1 Dungeons and Dragons	Uses of Everyday Materials – Materials Monster Distinguish between an object and the material from which it is made. What are the names of common materials and what are they used for and why? Identify and describe the physical properties of common materials. Group them according to these How can the shape of materials be changed –	Letters and Sounds – Phase 6 Traditional Tales –Myths Robin Hood Read several traditional stories with examples of predictable and patterned language. Retell familiar stories using appropriate voice for different characters and incorporating some formal story language. Compare the themes, settings and characters in several stories. Locate key descriptive words and phrases. Identify sequence of events and compare the plots of different stories. Write own stories in style of traditional		Dungeons and Dragons – people's way of life in the distant past <i>Local focus on Oxford Castle</i> When was the Medieval period? Locate it on a timeline. What was Castle Life like in the past? How is this different to today? How were castles designed? What were the main features of them? What are coats of arms? Who were knights? What did they do? How did people entertain themselves (falconry, jousting, court jesters)? Answer questions using books	Multimedia and Word Processing Use Kartouche to write sentences and short stories building on work on Traditional tales. Learn how to print, save and retrieve work. Change size and colour of text. Use shift and space bar appropriately. Add graphics to writing to illustrate stories.	Is it important to celebrate the New Year? Explore ways that different people in different faiths celebrate New Year. Are religious celebrations important to people? Is God important to everyone?	Collage Explore use of different materials to make collage Create images using different media Arrange and glue materials to different backgrounds Explore different ways of cutting, tearing, folding, crumpling etc <i>Artist focus – Matisse</i> – explore collage techniques and style used by Matisse and recreate in his style. How has he used pattern, colour and shape? Compare ideas, methods and approaches in own and others	Creating Castles Explore different modelling techniques to create different castle structures Reflect on success of different techniques and choose best method to make large scale model Work in small groups to create large scale model of different castle structures. What materials and tools will we need? Choose materials and tools and explain choices. What will the model look like? How will we join the materials together? How will we make	Love Living in the Wider World Recognise that people and other living things have needs and that they have responsibilities to meet them. Identify which	Exploring Pitch Understand what pitch is. Explore how to control pitch of the voice. Respond to changes in pitch. Relate sounds to symbols. Know that pitch can be used to describe actions.	Multi-skills Develop and practice different skills through observation and reflection – including running, jumping, throwing, catching Develop technique, control, co-ordination and agility. Choose and apply skills appropriately in different activities and games Discuss own and others performance with simple vocabulary

	squash, squeeze and stretch - permanent and temporary	tale		and the internet. What is the difference between real histories and made up stories such as those about dragons?			work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work	the structure stable? How good is our model? Measure materials accurately Medieval Helmets – papier mache	groups and communities they belong to. Recognise that money comes from different sources and can be used for different purposes, including spending and saving. What role does money play in their lives and how do they manage their money, keep it safe, how they choose how to spend their money and what influences these choices.		
Spring 2 Dungeons and Dragons	Seasonal Change: Observe how the animals and plants change in the local area throughout the year	Letters and Sounds – Phase 6 Recount – Life in a Medieval Castle Write first person recounts retelling historical events. Use adverbs of time to aid sequencing, and maintaining consistency in tense and person Instructions – Biscuit Bear Read and follow simple instructions. Read and write statements of purpose, list materials, sequential steps, direct/imperative language. Use of diagrams.		Where are there castles in the UK? Locating key castles in key cities on map of UK – why have they been built in those places? Where are the nearest ones to use? What are they like now? What can we learn from them? How does the English Heritage care for historical sites?	Data Develop different criteria and create own pictograms. Use simple graphing package to record information. Understand the difference between questions and answers. Ask questions that comply with the rule that it can only have a yes/no answer – create branching database to identify objects	Is Easter important for the Church? Explore how the church celebrates Easter. Are religious celebrations important to people? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	Medieval Tapestry Create chords and plaits Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting Study traditional Medieval tapestries and identify common themes Work together to produce a group piece based on traditional Medieval tapestries Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work	Medieval Carriages Draw on work completed last year – how did they make their moving objects? What did they need to include to make them move? Explore different ways of attaching wheels. What will we have to consider in our design to make it suitable for a medieval carriage? What materials and tools will we need? Choose materials and tools and explain choices. What will the model look like? How will we join the materials together? How will we make the structure stable? How good is our model? Measure materials accurately		Dance Develop control and co-ordination. Change rhythm, speed, level and direction in dance. Create dance phrases and dances communicating moods, ideas and feelings. Begin to work with a partner. Respond imaginatively to a variety of stimuli. Work to build a paired sequence by linking sections together Extend to groups. Perform and reflect. Discuss own and others performance with simple vocabulary	
Summer 1 Around the World in 80 Days	Living things and their Habitats – Mini worlds Distinguish between things that were once alive, living and never alive – how do we know? What do all animals do that makes them alive? Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Distinguish between carnivores, herbivores and omnivores. What is a habitat? Which animals and plants live in each habitat? How are some animals adapted to their environment? Food chains	Letters and Sounds – Phase 6 Adventure Stories - Starlight Read adventure story by significant author, picking out key events, focusing on structure. Discuss key characters and build profiles. Consider how events alter actions. Predict what might happen next in the story. Plan and write own sustained adventure stories Silly Stuff Poetry – Dirty Beasts Humorous verse and riddles	Around the World in 80 Days Name & locate world's continents and oceans. Describe simple human and physical features about the continents of the world and make comparisons between them Identify key areas on the globe – equator and poles – how does weather and climate vary across the globe and why? Know that journeys can be made around the world and describe a simple journey line using key vocabulary and compass directions. Ask geographical questions – Where is it? What is this place like? How near/far is it?	Monet – life of a significant individual in the past Explore Impressionism and its impact on the art world in the past and now. Who was Monet? Why was he important? Research the life of Monet using different sources	Algorithms and Programming-Beebots Use appropriate keys to make the Beebot go forward, backward, left and right. Enter a sequence of instructions to perform more complicated tasks – create and debug simple programmes. Use the repeat key to produce shapes. Use roamer to travel around imaginary habitats.	Can stories change people? Explore the way that the Old Testament and New Testament stories show that people are changed. Who do I believe I am? What can I learn from stories from religious traditions? Focus on Judaism	Mother Nature Use drawing, paint and collage to portray different habitats. Record from observations. Explore different printing techniques Impressionism What are the key elements of the impressionist style of painting? How have artists used pattern, colour and shape? What methods and materials have they used? Do we like it? Artist focus – Monet – recreate images of habitats in his style. Work on colour mixing – making brown, secondary colours, tints using white, Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work	Puppets How are puppets made? Create a design for a puppet version of the Rainbow Fish, use a template, join fabric pieces and add features. How well does my puppet work? Does it meet my design criteria?	Inspiration Relationships (The Rainbow Fish) Communicate their feelings to others, recognise how to show feelings and how to respond. Recognise how their behaviour affects others. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussion	Rain, rain, go away How can sounds be used descriptively? How can words describe sounds? How can sounds be changed? How can sounds be combined? Create a class composition combining layers of sound within simple structures.	Maypole Games Perform basic ball skills (send, receive, hit, kick, roll) and apply in simple games. Use observation, self and peer assessment to reflect on success of skills and to enable progress. Follow rules. Develop spatial awareness and make use of this during a game. Work well with a partner or small group.
Summer 2 Around the World in 80 Days	Review key knowledge in all topics Assess and review working scientifically skills	Letters and Sounds – Phase 6 Reports – The Bog Baby Write a non-chronological report on a particular theme, using subheadings, key details and information to structure the text	Living on Java Locate Java on a map – which continent is it in? Build on work completed in An Island Home topic – what is an island? Compare local area to Java. Identify physical features including weather and climate, making links to location in the world. Use geographical vocabulary to describe a less familiar area. Use aerial and satellite images and other models to recognise human and physical features and to create simple plans and maps, using symbols. Explore island traditions and lifestyle. What is the impact of tourism?		Communication and Collaboration How can we send messages? Contribute and discuss ideas to compose and respond to class/group/ individual emails/ forums/ blogs.	How should you spend the weekend? Explore the Shabbat. Are symbols better than words at expressing beliefs? Does it feel special to belong?	Javanese Art Look at patterns and colour in Javanese art. Investigate tie-dye and batik methods and develop own design to make Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work	Javanese Food Explore ingredients and flavours in Javanese foods. Look at processes involved in making different dishes and attempt to make own. Evaluate success		Summer Play	Athletics Run changing speed and direction. Use observation and feedback to develop jumping style and ability to jump accurately from a standing position. Add challenge by thinking about how to link jumps together. Recognise and practice different throwing styles and begin to choose appropriate style to suit different circumstances. Relay races
									Forgiveness		
										Responsibility	

Mathematical aspects of Number, Geometry, Measures and Statistics are taught in accordance to the new national curriculum throughout the year