

YEAR 2

CURRICULUM



Belong. Believe. Become

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Bright lights and big cities	Great fire of London	Frozen kingdoms	Scorching savannas	Land Ahoy!	
Engage						
Science	Everyday materials		Animals including humans	Living things and their habitat	Plants	Scientific investigations
Geography	The UK and it's capital cities		Cold parts of the world	Hot parts of the world	The seaside	
History	Space exploration	The great fire of London			Captain Cook and Grace Darling	

Art and Design	Painting- Artist study- Lowry		Inuit art Artist study- Kenojuak Ashevak		Boats Artist study- David Curtis/Napier Henry	
DT		Water well		African textiles		Treasure box
Music	BBC Ten Pieces- music study		Creating		Listening and performing	
PE	Dance	Gymnastics	Tennis	Tag rugby	Cricket/rounders	Athletics
French						
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

Computing	Technology in the world	Robot algorithms	Pictograms	Digital photographs	Making music	Animation
RE	Why is the Qur'an a Sacred Book?	Why do Christians celebrate Christmas?	The Guru Granth Sahib: A living guru	Why do Christians remember the Last Supper?	What did Jesus leave behind?	The Torah: God's Law for the Jews
Express						

SUGGESTED TRIPS

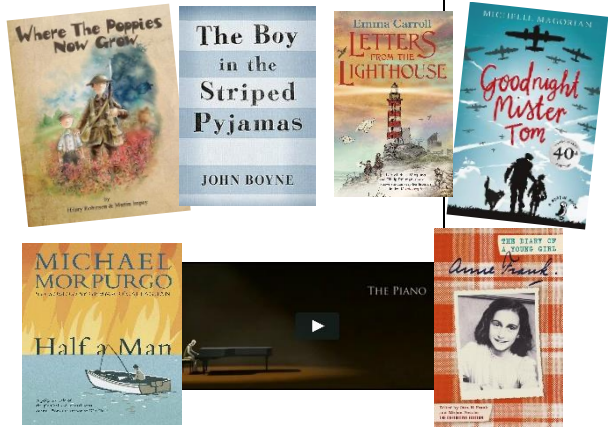
“Better to see something once than hear about it a thousand times.”

--Asian proverb

READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”



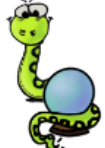



—Dr. Seuss

Reading Cannon books		
		

READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
 <ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses use pictures or words to make inferences 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves express my own views about a book or poem discuss some similarities between books listen to the opinion of others 	<ul style="list-style-type: none"> independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related. retell using a wider variety of story language. order events from the text. begin to discuss how events are linked focusing on the main content of the story. 

Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes • Recognise alternative sounds for graphemes • Read accurately words of two or more syllables that contain graphemes taught so far • Read words containing common suffixes • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding • Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently • Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related • Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry • Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases • Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done • Make inferences on the basis of what is said and done in a book he/she is reading independently • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say

	<ul style="list-style-type: none">• Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself• Explain what has happened so far in what he/she has read
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WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton

Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. • Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game 	<ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. 	<ul style="list-style-type: none"> • After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral Explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flow chart or cyclical diagram independently.

Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> • After a practical activity or under taking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format • Assemble information on another subject and use the text as a template for writing a report on it using appropriate language to present and categorise ideas. 	<ul style="list-style-type: none"> • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. 	<ul style="list-style-type: none"> • 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. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words.
Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<ul style="list-style-type: none"> • Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • Explore different views and viewpoints. 	<p>Reading poetry-</p> <ul style="list-style-type: none"> • Talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns <p>Performing poetry-</p> <ul style="list-style-type: none"> • perform individually or together; speak clearly and audibly. • Use actions and sound effects to add to the poem's meaning <p>Creating poetry-</p> <ul style="list-style-type: none"> • experiment with alliteration to create humorous and surprising combinations; make adventurous word choices 	<p>Telling stories-</p> <ul style="list-style-type: none"> • Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatize parts of own or familiar stories and perform to class or group <p>Writing stories-</p> <ul style="list-style-type: none"> • Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently;

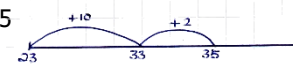
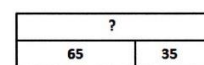
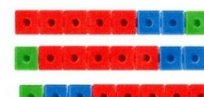
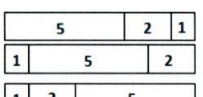
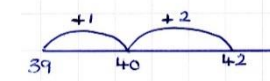
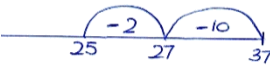
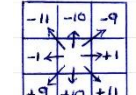
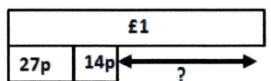
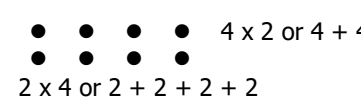

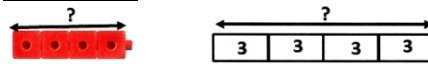
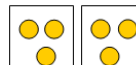
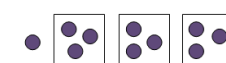
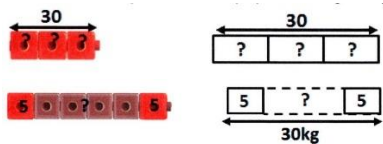
	to describe closely observed experiences; create a pattern or shape on the page; use simple repeating phrases or lines as models	include setting; create characters e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes
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Throughout the year children should be taught the following grammar and punctuation-		
Word	Sentence	Text
<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation		Terminology for pupils
<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 		noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Skills and knowledge in calculations-			
Addition	Subtraction	Multiplications	Division
<p><u>Partition into tens and units and recombine</u> (Introduce with concrete apparatus) $12 + 23 = 10 + 2 + 20 + 3$ $= 30 + 5$ $= 35$</p> <p><u>Refine to partitioning the second number only and using an empty number line:</u> $23 + 12 = 23 + 10 + 2$ $= 33 + 2$ $= 35$</p> <p><u>100-Square</u> Use square to add 10/1 and then 9 or 11.</p>  <p><u>Bar Model</u></p>   	<p><u>-/= signs and missing numbers</u> Continue using a range of equations as in Year 1 but with appropriate numbers. Extend to $14 + 5 = 20 - \square$</p> <p><u>Find a small difference by counting up</u></p> $42 - 39 = 3$  <p><u>Partition second number</u> $37 - 12 = 37 - 10 - 2$ $= 27 - 2$ $= 25$</p>  <p><u>100-Square</u> Use square to subtract 10/1 and then 9 or 11.</p>  <p><u>Bar Model</u></p> 	<p><u>x = signs and missing numbers</u> $7 \times 2 = \square$ $\square = 2 \times 7$ $7 \times \square = 14$ $14 = \square \times 7$ $\square \times 2 = 14$ $14 = 2 \times \square$ $\square \times \nabla = 14$ $14 = \square \times \nabla$</p> <p><u>Arrays and Repeated Addition</u></p>  <p><u>Number Line</u> Use cubes to make the jumps</p>  <p><u>Doubling multiples of 5 up to 50</u> $15 \times 2 = 30$</p> <p><u>Partition</u> 15×2 $10 \times 2 = 20$ $5 \times 2 = 10$ $20 + 10 = 30$</p> <p><u>Bar Model</u></p> 	<p><u>÷ = signs and missing numbers</u> $6 \div 2 = \square$ $\square = 6 \div 2$ $6 \div \square = 3$ $3 = 6 \div \square$ $\square \div 2 = 3$ $3 = \square \div 2$ $\square \div \nabla = 3$ $3 = \square \div \nabla$</p> <p><u>Sharing</u> - between 2 boxes $6 \div 2$ can be modelled as:</p>  <p><u>Grouping</u> - There are 6 sweets. How many people can have 2 each? (How many 2's make 6?) Counting up in multiples, using fingers, Known facts to find the answer.</p> <p><u>Introduce Remainders</u> $10 \div 3 = 3 \text{ r } 1$</p>  <p><u>Bar Model</u></p> 

Throughout the year children should be taught to-					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1 Number and place value Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p>	<p>1 Multiplication & Division Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers</p>	<p>3 Number and place value Compare and order numbers from 0 up to 100; use $<$ $>$ and $=$ signs.</p>	<p>6 Measures Length and mass/ weight Choose and use appropriate standard units to estimate and measure: -length/ height in any direction (m/cm) -mass (kg/g) -to the nearest appropriate unit, using rulers & scales,</p>	<p>4 Number and place value Recognise the place value of each digit in a 2 digit number</p>	<p>9 Measures Time Compare and sequence intervals of time.</p>
<p>2 Number and place value Read and write numbers to at least 100 in numerals and in words.</p>	<p>1 Statistics Interpret and construct: -pictograms -tally charts -block diagrams -simple tables</p>	<p>4 Measures Capacity and Volume Compare & order volume/capacity & record the results using $>$, $<$ and $=$.</p>	<p>3 Addition and subtraction Show that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p>4 Addition and subtraction Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>	<p>4 Multiplication & division Recognise that division is the inverse of multiplication and use to check calculations.</p>

<p>1 Measures Length & mass/ weight Compare & order lengths, mass, & record the results using >, < and =.</p>	<p>1 Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects, or quantity.</p>	<p>2 Geometry 2D and 3D shape Identify 2D shapes on the surface of 3D shapes.</p>	<p>2 Fractions Write simple fractions and recognise the equivalence</p>	<p>8 Measures Capacity & Volume/ Temperature Choose and use appropriate standard units to estimate and measure: -temperature ($^{\circ}\text{C}$) -capacity (l/ml) to the nearest appropriate unit, using, thermometers & measuring vessels.</p>	<p>2 Statistics Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and compare categorical data</p>
<p>1 Addition and subtraction Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p>	<p>2 Measures Money Recognise & use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p>	<p>5 Measures Money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>3 Geometry Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>3 Fractions Revisit and revise previous Year 2 objectives with regard to fractions, ie Know $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ of numbers and work out equivalence of fractions</p>	<p>10 Measures Money Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change.</p>

<p>2 Addition and subtraction Add and subtract numbers mentally, including: -2-digit numbers & ones -2-digit numbers & tens -two 2-digit numbers -adding three 1-digit numbers</p>	<p>3 Measures Time Tell & write the time to quarter past/to the hour & draw the hands on a clock face to show these times.</p>	<p>2 Multiplication & Division Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the \times \div = signs.</p>	<p>7 Measures Time 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.</p>	<p>4 Geometry Position & Direction 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)</p>	<p>Consolidate and assess</p>
<p>1 Geometry 2D & 3D shape Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices & faces.</p>	<p>Consolidate and assess</p>	<p>3 Multiplication & Division Show that multiplication of two numbers can be one in any order (commutative) and division of one number by another cannot.</p>	<p>Consolidate and assess</p>	<p>5 Geometry 2D & 3D shape Compare and sort common 2D and 3D shapes and everyday objects.</p>	

Throughout the year children should be taught the following-




Number facts	Tables facts
<ul style="list-style-type: none">• Number Facts Chart completed;• Number Facts Test achieved	<ul style="list-style-type: none">• Bronze - 3x;• Bronze, Silver and Gold – 2x, 5x, 10

SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

--Brian Greene

Skills and knowledge in Science for Year One			
Working scientifically			
<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions • 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. 			
Uses of everyday materials	Animals, including humans	Living things and their habitats	Plants
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • 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 	<ul style="list-style-type: none"> • 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 microhabitats • 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. 	<ul style="list-style-type: none"> • 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.

Taught topics					
Everyday materials		Animals including humans	Living things and their habitat	Plants	Scientific investigations
Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above.
Curriculum links					
					

Teaching ideas

Pupils should learn the following vocabulary-

Living things and habitats- Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.

Plants- As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy, germinate

Animals and humans- Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)

Materials- Names of materials – increased range from year 1

Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing.



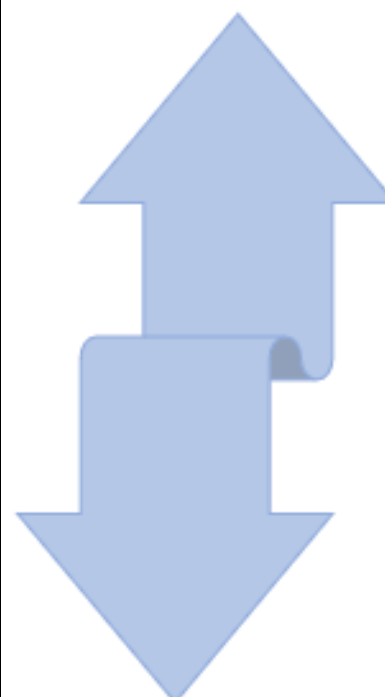
Bend/bending, stretch/stretching

ART & DESIGN

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl

Skills and knowledge in Art for Year One		
General skills and core knowledge		
<ul style="list-style-type: none"> • To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts • To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate • To use a range of materials creatively to design and make products • To use drawing & painting & 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 • 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. 		
Drawing	Collage and sculpture	Painting
<ul style="list-style-type: none"> • Draw shapes to create a picture, using different drawing techniques and exploring with different drawing mediums (ink, graphite, charcoal to create different effects). • Show different tones, pattern and texture by using different drawing mediums. 	<ul style="list-style-type: none"> • Use a combination of shapes • Include lines and texture • Use techniques such as rolling, cutting, moulding and carving. • Use a combination of materials that are cut, torn or glued • Sort and arrange materials • Mix materials to create texture 	<ul style="list-style-type: none"> • Combining two or three colours in prints. • Add surface detail, using black ink. • Creating tones.

Taught topics		
<p>Painting- Artist study- Lowry</p>	<p>Inuit art Artist study- Kenojuak Ashevak</p>	<p>Boats Artist study- David Curtis/Napier Henry</p>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How chalks and pastels can be used to create tones, patterns and textures. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Create a simple block print using two or three colours and add detail in black. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Using a range of techniques and materials, create a landscape image.
Curriculum links		
		

Teaching ideas

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|---|---|---|
| <ul style="list-style-type: none">• Explore who Lowry was and some of his art work.• Explore technique with chalk and pastels.• Zoom in on a section of one of Lowry's paintings and recreate it.• Use chinks and pastels to create people in the style of Lowry.• Create an image of London in the style of Lowry. | <ul style="list-style-type: none">• Look at Inuit artwork by the Arctic' indigenous people.• Show the children examples of Inuit prints and carvings of birds, sea mammals, polar bears, seals, caribou and wolves.• Using this artwork, make a simple block print, combining two or three colours. Add surface detail using black ink. Use cardboard and string to make a print. | <ul style="list-style-type: none">• Use photographs and first hand observations explore the scenery at the local seaside's being studied.• Explore a range of landscapes made in a collage style.• Use a range of materials and techniques to create a seaside collage. |
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Vocabulary

Pupils should learn the following vocabulary-

COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

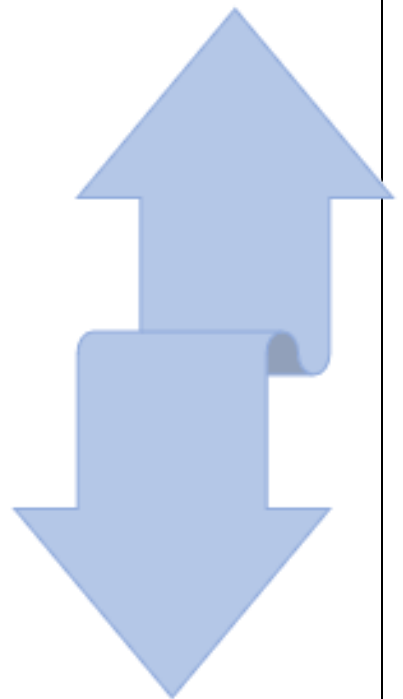
—Maria Klawe

Skills and knowledge in computing			
E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none"> • I can explain why I need to keep my password and personal information private. • I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend’s program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> • I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use.
Technology in our lives			
<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world. 			

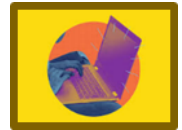
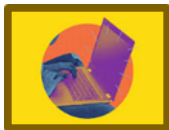
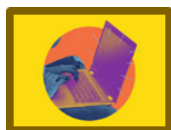
Taught topics

Technology in the world	Robot algorithms	Pictograms	Digital photographs	Making music	Animation
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Explain why technology is used in the classroom and in the home. • Start to understand that other people have created the information on the internet. • Identify benefits of using technology. • Describe difference between the internet and books. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use appropriate language to give instructions to move around a map of London. • Understand the order of instructions. • Programme a robot to move around London. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Collect data in the form of a tally charts linked to topic. Organise and present data in a digital pictogram and block diagram. • Answer questions about animals using a branching data base. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Take pictures using a range of technologies. • Use technology to edit and improve photos. • Begin to recognise that not all photos are real. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use technology and instruments to create music. • Use technology to record music. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Begin to use software to explore an animation to debug and make alterations

Curriculum links



Teaching ideas



Vocabulary




Pupils should learn the following vocabulary-

DESIGN AND TECHNOLOGY

“When you take technology and mix it with art, you always come up with something innovative.”

— Robert Rodríguez

Skills and knowledge		

Taught topics		
Water well	African textiles	Treasure box
Pupils should be taught: <ul style="list-style-type: none"> • Use an axel to create a wind-up mechanism. 	Pupils should be taught: <ul style="list-style-type: none"> • Begin to thread a metal safety needle independently. • Use running stitch to join fabric together. • To weave fabric by hand. 	Pupils should be taught: <ul style="list-style-type: none"> • Use simple joins to hold wood together.
Curriculum links		
		

Teaching ideas

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|---|---|---|
| <ul style="list-style-type: none">• Explore the earliest water wells and where they are still used today.• Use dowel and string (as well as other loose parts) to make a water well. | <ul style="list-style-type: none">• Children to explore Hana Getachew and her textiles.• Children to use strips of felt of different colours to make a handwoven piece.• Children to use running stitch to hold the handwoven piece together. | <ul style="list-style-type: none">• Explore different treasure boxes and wooden boxes.• Design own treasure box.• Make own treasure box from a kit. |
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Vocabulary

Pupils should learn the following vocabulary-

GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."




--Barack Obama

Skills and knowledge in Geography	
Location knowledge	Place knowledge – <i>Rio</i>
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the town where they live.
Physical and Human geography	Geographical mapping skills
<ul style="list-style-type: none"> Identify physical and human features to develop understanding of a coastal location - Saltburn 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. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to identify the United Kingdom and its countries and cities. Use maps, atlases, globes and digital/computer mapping to identify the continents and oceans. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features to make a plan
Fieldwork	
<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of a seaside locality and the key human and physical features. 	

Taught topics

The UK and it's capital cities	Cold parts of the world	Hot parts of the world	The seaside
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Locate and name the seven continents of the world. • Locate and name the five oceans of the world. • Locate and name the four countries of the United Kingdom and their capital cities. • Name some key land marks in each country of the UK. • Use four compass points and directional language to navigate a map. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Locate the North and South Pole on a map. • What the weather is like at the North and South Pole and compare this to Stockton. • Understand how climate change is effecting the habitats and animals of the North and South Pole. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Know the term equator and where it is on a world map. • Locate some hot countries of the world- Brazil, Colombia, Kenya, Sahara Desert, Congo. • Name some animals that live in hot parts of the world and begin to explain why. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name and locate coastal areas close the Stockton-Seaton Carew, Redcar and Saltburn. • Recognise physical features of a coast line. • Recognise the human features of a coast line. • Name the seas around the UK. • Use four compass points and directional language to navigate a map.

Curriculum links

		
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Teaching ideas

- Use maps, atlases and globes to identify continents and oceans- this should include google maps.
- Use aerial photographs (from space) to locate major landmarks.
- Use aerial photographs (from space) to recognise basic human and physical features.
- Children to navigate a simple map of London to move from place to place (eg west 3 and north 4 etc).

- Use maps, atlases and globes to look at the North and South Pole.
- Use simple graphs and charts to compare weather and climate etc.

- Use aerial photographs to observe features of the coastline.
- Use fieldwork skills during a visit to a coastal location.
- Use maps and atlases (including google maps) to locate the 5 oceans of the world and the 7 continents and build up the seas around the UK.
- Children to navigate a simple map of a beach to move from place to place (eg west 3 and north 4 etc).

Vocabulary




Pupils should learn the following vocabulary-

HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history		
Chronological understanding	Historical terms	Knowledge and understanding
<ul style="list-style-type: none"> • Sequence events and artefacts in order of time. • Sequence events. • Identify similarities / differences between periods • Sequence photos etc from different periods of their life, describe memories of key events in their lives. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Use a range of sources to describe differences between then and now. • Recount main events from a significant time in history • Use evidence to explain reasons why people acted in the past as they did.
Interpretation of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past able to identify different ways to represent 	<ul style="list-style-type: none"> • Use a source – why, what, who, how, where to ask questions and find answers • Sequence a collection of artefacts • Use of time lines discuss the effectiveness of sources. 	<ul style="list-style-type: none"> • Write simple stories and recounts. • Labelled diagrams. • Class display/ museum. • Photographs. • ICT

Taught topics		
Space exploration	The great fire of London	Captain Cook and Grace Darling
Pupils should be taught: <ul style="list-style-type: none"> • Who Neil Armstrong is and why he is significant- first man on the moon • Who Tim Peak is and why he is significant- first official British astronaut to walk in space 	Pupils should be taught: <ul style="list-style-type: none"> • The date and events of the Gun Powder Plot. • The date and cause of the Great Fire of London. • The impact these events have had on modern day firefighting. 	Pupils should be taught: <ul style="list-style-type: none"> • Who Captain Cook was and why he is significant. • What impact Captain Cook has had on life today. • Who Grace Darling was and why she is significant. • What impact Grace Darling has had on life today (specifically link to the RNLI).
Curriculum links		
		

Teaching ideas

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| <ul style="list-style-type: none">• Strong links to be made with the history topic and the use of pictures of earth from space. | <ul style="list-style-type: none">• Gun Powder Plot to be taught around 5th November.• Fire brigade visit to school. | <ul style="list-style-type: none">• Trip to a life boat museum or visitor into school.• Links with locality to be highlighted and taught. |
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Vocabulary

Pupils should learn the following vocabulary-

LANGUAGES- FRENCH

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”




--Flora Lewis

Skills and knowledge in languages		

Taught topics

Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Curriculum links

		
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Teaching ideas		
Vocabulary		
Pupils should learn the following vocabulary-		

MUSIC

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

--Plato

Skills and knowledge in music			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<ul style="list-style-type: none"> • Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice. • Describe, name and group a variety of instruments. • Sing songs creatively adding accompaniments, changing the words and musical qualities. • Add accompaniments to create and combine sounds using tuned and untuned instruments. • Collaborate with peers 	<ul style="list-style-type: none"> • Adapt symbols representing music to show changes in dynamics. • Create a sound story. • Choose and control sounds to create different moods and effects 	<ul style="list-style-type: none"> • Understand how different musical elements combined can create a mood. • Identify different instruments used in a piece of music. • To respond respectfully to music. • To provide constructive feedback to others. 	<ul style="list-style-type: none"> • Listen carefully and recall short rhythmic and melodic patterns. • Use changes in dynamics, timbre and pitch to organise music. • Change sounds to suit a situation. • Make own sounds and symbols to make and record music. • Start to look at basic formal notation- play by ear first. • Know music can be played or listened to for a variety of purposes (in history/ different cultures).

Taught topics		
BBC Ten Pieces- music study	Creating	Listening and performing
Pupils should be taught: <ul style="list-style-type: none"> • Recognise spikey and smooth in the context of music • Play simple patterns on the drum, and repeat simple patterns back • Sing a song from memory. 	Pupils should be taught: <ul style="list-style-type: none"> • Begin to recognise how high and low notes are written. • Recognise how to change the tempo of the music. 	Pupils should be taught: <ul style="list-style-type: none"> • Write and perform a song. • Play percussion instruments for a purpose.
Curriculum links		
		

Teaching ideas



- Use music lab melody maker to create own melodies, changing the pitch and tempo.



- Links to be made with animals in hot and cold places and how they might sound.
- Children to use the placement of sounds on melody maker to begin to write their own music on paper.

- What is folk music and why is it popular in the North East of England. Make links to pirate songs (shanties).
- What instruments are used in folk music/shanties?
- Which famous composers/musicians have come from the North East of England?
- Children perform their own pirate themed shanty.

Vocabulary

Pupils should learn the following vocabulary-

PHYSICAL EDUCATION

Sports do not build character. They reveal it.

--John Wooden

Skills and knowledge in physical education		
Dance	Field games	Net and wall games
<ul style="list-style-type: none"> • Evaluate and improve a dance performance by recording and viewing their rehearsals. • Perform dances using simple movement patterns. • Remember and repeat simple dance phrases • Use a range of vocabulary to describe moods and how dances make them feel. 	<ul style="list-style-type: none"> • Use imagination to find different ways of using apparatus. • Form simple sequences of different actions using floor and apparatus. • Develop balance, agility and co-ordination. • Have a clear start, middle and end. • Have a clear focus when watching others perform. • Say when a movement or skill is performed well (aesthetic appreciation). • Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) 	<ul style="list-style-type: none"> • Use their skills to play end to end games, games over a barrier and fielding games. • Use their ability to solve problems and make decisions. • Participate in team games. • Pass and receive a ball in different ways with control and increased accuracy. • Watch others and describe what is happening. • Talk about what they have done and how they did it.
Invasion games	Gymnastics	Athletics
<ul style="list-style-type: none"> • Recognise the best ways to score points and stop points being scored. • Recognise how they work best with their partner. • Keep the ball and find best places to score. • Describe what they see and ask to copy others' ideas, skills and tactics. • Understand and develop tactics for attacking and defending. • Pass and receive a ball in different ways with control and increased accuracy. 	<ul style="list-style-type: none"> • Choose, use and vary simple tactics. • Participate in team games. • Pass and receive a ball in different ways with control and increased accuracy. • Perform fielding techniques with increased control and co-ordination • Recognise good quality in performance. • Use information to improve their work. • 	<ul style="list-style-type: none"> • Take part in multiskills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. • Develop balance, agility and co-ordination. • Explore movement techniques with increased control. • How to run, throw and jump and perform these

<ul style="list-style-type: none"> Use different rules and tactics for invasion games. 		with increased control and co-ordination.
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Taught topics		
Autumn	Spring	Summer
<p>Pupils should be taught:</p> <p>Dance</p> <ul style="list-style-type: none"> To copy, remember and repeat actions of the teacher. Create a short routine based on a stimulus Perform slower and quicker movements <p>Gymnastics</p> <ul style="list-style-type: none"> Create their own sequence based on actions taught by the teacher Hold a shape, whilst balancing on different parts of the body Jump in a variety of ways Climb onto and jump off equipment safely 	<p>Pupils should be taught:</p> <p>Tennis</p> <ul style="list-style-type: none"> Strike and hit a ball using a racket. Position the body to strike a ball. Change speed and direction when running. <p>Tag rugby</p> <ul style="list-style-type: none"> Use throwing and catching skills. Use a variety of throws. Know how to pass the ball. Travel in different directions and speeds. Begin to use space in a game Demonstrate one way of attacking and defending. 	<p>Pupils should be taught:</p> <p>Cricket/rounders</p> <ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball Use throwing and catching skills in a game. Throw a ball for distance. Vary types of throw used. Understand the importance of rules in games. <p>Athletics</p> <ul style="list-style-type: none"> Travel at different speeds (walking, jogging and sprinting) Jump from a standing position. Maintain speed over longer distances. Use different throwing techniques (under arm and over arm)

Curriculum links



Teaching ideas

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Vocabulary

Pupils should learn the following vocabulary-

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PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding. Know that all living things have needs and we share a responsibility to meet them. 	<ul style="list-style-type: none"> Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data. 	<ul style="list-style-type: none"> Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth). Explain why exercise and rest contribute to a healthy lifestyle. 	<ul style="list-style-type: none"> Identify who to go to if they are worried and how to attract their attention. Explain how their actions have consequences for themselves and others. Identify people who look after them. 	<ul style="list-style-type: none"> Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets. 	<ul style="list-style-type: none"> Explain how they like to rest and relax, knowing that this contributes to their own wellbeing. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> • Play and learn cooperatively, developing strategies to solve simple arguments through negotiation. • Explain what it means to be a good friend. 	<ul style="list-style-type: none"> • Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds. 	<ul style="list-style-type: none"> • Identify and describe characteristics that make a good citizen. • Identify how their local environment can be harmed and improved. 	<ul style="list-style-type: none"> • Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money. 	<ul style="list-style-type: none"> • Manage feelings in a positive and effective way. • Learn about loss, change and the feelings involved in those situations. 	<ul style="list-style-type: none"> • Talk about things they are good at and things that they find difficult. • Identify a simple goal and talk about how they could achieve it. • Support others, giving constructive feedback.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”

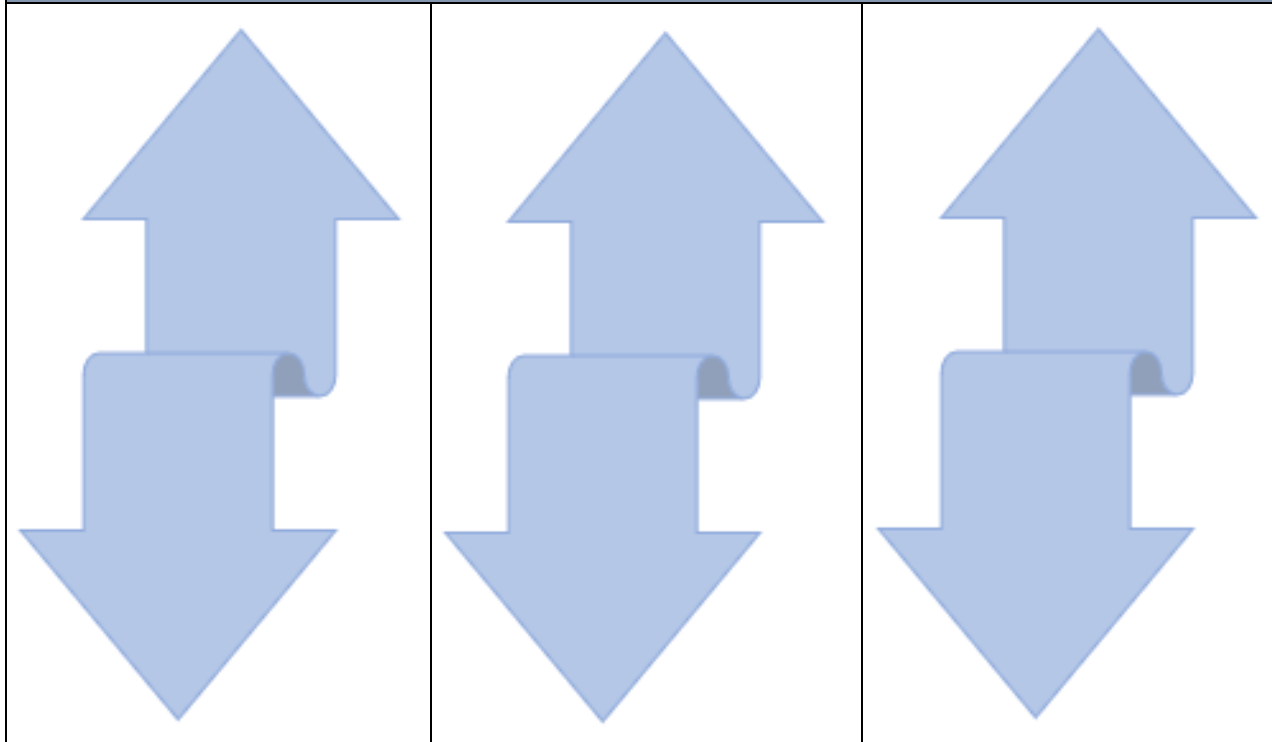
-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"> • Retell some stories behind festivals. • Retell stories about care for the world. • Recognise religious objects and suggest why they are important and how they are used. • Retell religious stories from more than one faith and explain what they mean. • Make simple links between belief and practice. • Make links between the messages within sacred texts and the way people live. 	<ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Identify ways that festivals are marked and identify how this might make people feel. • Talk about special religious days and give examples of what might be done to celebrate. • Talk about ways in which stories, objects, symbols and actions show what people believe. • Ask questions and suggest answers to questions about stories to do with religious festivals. • Identify ways that some people make a response to God by caring for others and the world. 	<ul style="list-style-type: none"> • Ask some questions about believing in God and offer some ideas of their own. • Ask and suggest answers to questions arising from stories across more than one faith. • Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. • Talk about issues of good and bad, right and wrong arising from stories. • Use creative ways to express their own ideas about the creation story. • Respond to examples of cooperation between different people.

Taught topics

Why is the Qur'an a Sacred Book?	Why do Christians celebrate Christmas?	The Guru Granth Sahib: A living guru	Why do Christians remember the Last Supper?	What did Jesus leave behind?	The Torah: God's Law for the Jews
Pupils should be taught: <ul style="list-style-type: none"> • The Qur'an. • The concept of submission 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of incarnation • The concept of salvation. • The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of sacred texts. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of salvation. The Christian history. • The Christian social ethics. • The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • The Christian history. • The Christian social ethics. • The concept of incarnation. • The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of sacred texts.

Curriculum links



Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-