

The new statutory primary national curriculum was introduced in September 2014. The subject specific programmes of study are available on the GOV.UK website. As a result, the school has reviewed its curriculum. However, we continue to reflect, review and amend not only what is taught but how we teach, in order to provide a stimulating, broad and balanced curriculum, which enables every child to enjoy, achieve and reach their full potential.

National Curriculum Programmes of Study

Science

Working Scientifically

- ask questions and observe closely
- perform simple tests
- use their observation and ideas to suggest answers to questions

Animals, including humans

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Plants

- observe and describe how seeds and bulbs grow into mature plants

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.

Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- 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

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of the United Kingdom

Human and physical geography

Use basic geographical vocabulary to refer to

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- understand where food comes from
- understand basic principles of a healthy and varied diet

Art and design

- 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
- 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.

Music

Taking Care of Myself

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.
- develop gymnastic skills

Religious Education

The following six units are to be explored at Key Stage 1, the equivalent of one study unit per term (in Year 1 we cover each of the areas incidentally, as they fit into the topic work):

- Special people
- Special places
- Special words and Stories
- Special things in Nature
- Special symbols and objects
- Special ways of living

PSHE

We make provision for personal, social, health and economic education (PSHE), drawing on good practise. *Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.*

- Rules
- Choices
- Feelings and relationships
- Understanding sickness and disease

Year 2 Curriculum Autumn 2016

TOPIC Healthy World

The new statutory primary national curriculum was introduced in September 2014. The subject specific programmes of study are available on the GOV.UK website. As a result, the school has reviewed its curriculum. However, we continue to reflect, review and amend not only what is taught but how we teach, in order to provide a stimulating, broad and balanced curriculum, which enables every child to enjoy, achieve and reach their full potential.

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	Re	PSHE
Week 1		Lesson 1 – Animation Show flick book, discuss why pictures appear to move.		Holiday feedback – children to bring in postcards/photos of places they have visited to find on the map of world/Great Britain Make display		Design page for new topic	Music Rhythm Singing with Mr Rattey – Topic songs Taking Care of Myself	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach		Rules Appreciation of Class rules Writing class golden rules Link to literacy – Trad Tales – how do we treat each other, being kind and friendly etc

Week 2		Lesson 2 – Animation Demo Pivot and explore		Sort postcards eg beach, mountain, town. Discuss how people choose holidays and where they like to go. Write about own preferences. Maths link-data collection		Hansel and Gretel gingerbread house – linked to literacy work	Music Rhythm Singing with Mr Rattey – Topic songs Taking Care of Myself	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Fair Trade	Choices Healthy Eating DVD Look After Yourself- Eat Well
Week 3	What do humans need to survive? Discuss need for water, air, shelter food. Why do we need food? What we eat and drink– refer also to animals www.foodfactoflife.org.uk	Lesson 3 – Animation Look at stop motion animation of plants on i-pad and evaluate.		Name and locate the countries and seas of the UK, including capital cities. Link to Literacy-traditional tales from different places.	Bread tasting -4 different types record likes, dislikes and favourite . Follow maths with bar graph work using results.	Observational drawing of fruit & veg – pencil line drawings	Music Ukelele Singing with Mr Rattey – Topic songs Taking Care of Myself	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Feeding the Five Thousand miracle of the loaves and fishes – see RE Today picture 9 Maths- what does 5000 look like?	Choices Cleanliness and Personal Hygiene DVD Look After Yourself- Keeping Clean Tom and Trolls bullying follow up
Week 4	Survey of favourite foods – draw and label Make block graph of fav. food discuss results Maths link- graphs	Lesson 4 – Animation Create storyboard for superhero animation.	Great Fire of London – introduce through story in readiness for Gt Fire of London workshop	Recap naming and locating continents and oceans of the world. Maths- size e.g. biggest, smallest, position and direction. Distance		Observational drawing of fruit & veg – craypas	Music Ukelele Singing with Mr Rattey – Topic songs Taking Care of Myself	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach		DVD Look After Yourself- Keep Fit
Week 5	Healthy Eating Diff. food groups Where does food come from? Smartboard saved in 'science'. Food pyramid www.foodfactoflife.org.uk	Lesson 5 – Animation In pairs create superhero animation using stopmotion app on i-pads.	Gt Fire of London workshop Famous people from past – Samuel Pepys, Magic Granddad Fire of London DVD	Compare modern map of London with old London 1666 And old / new London street scene Maths link-how long ago/timeline		Follow up art work from Great Fire of London workshop – group collage	Music Recorder Singing with Mr Rattey – Topic songs Taking Care of Myself	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	The Good Samaritan	

Week 6	Healthy living Link health issues to PE including, exercise, good diet and keeping clean	Lesson 6 – Animation In pairs create superhero animation using stopmotion app on i-pads.	Fire of London facts Fire fighting time line Fire fighting from 1666 to now Maths- timeline	Fire fighters from around the world	Smoothie making – cross curricular with literacy instructions Maths- link to measure ml/g	Paintings of the Great Fire of London	Music Recorder Singing with Mr Rattey - Harvest	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Harvest – discuss using powerpoints in pool resources	Fire safety DVD Look After Yourself- Keep Safe
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Year 2 Curriculum Autumn 2 2016

TOPIC Healthy World

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
Week 7		Creating pictures Lesson 1 Explore 2Paint Use of different tools to draw shapes and lines.	Guy Fawkes and Houses of Parliament plot. Maths- how long ago?	Find out and collect information about food around the world	.	Firework Picture Portraits- link to PSHE	Music Recorder Mr Rattey – topic songs beginning songs/music for Christmas Concert	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Hindu and Sikh Diwali celebration and story of Rama and Sita	Feeling and Relationships – respect differences Growth Mindset – see you tube video growth v fixed mindset / crossing the ravine
Week 8	Living things have needs – growing & changing Plant bulbs Observe how bulbs grow into mature plants.	Creating pictures Lesson 2 Explore Dazzle 03 and compare different graphics programs.		Cont. food around the world	Puppets – design first, three characters from books, films, TV etc. See How to Make Puppets photo bk		Music Recorder Mr Rattey – Christmas songs and words	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Remembrance day - discuss and watch video or You Tube clip / see Twinkl powerpoint	Understanding Sickness and Diseases and the Right to Medical Care
Week 9	Animal life cycles – egg – chick- chicken see saved resources in pool yr 2 science You Tube film hatching chick - cross curricular with literacy Maths- link to ordinal numbers	Creating pictures Lesson 3 Use i-pads or cameras to take photos of each other- pose for Christmas card picture. Upload.	Compare another diarist - Beatrix Potter cross curricular with literacy		Puppets –use of felt (cut and sew) & variety of craft resources to decorate		Music Recorder Mr Rattey – Christmas songs and words	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach		Rules Dangerous Household Goods and Safety in the Home

Week 10	Human Life Cycle Baby-child- teenager adult. – see Young and Old, Different Kinds of people sheets. Powerpoint Maths link- sorting/measures	Creating pictures Lesson 4-6 Use 2Paint program or i- pads to manipulate photos for Christmas cards.			Puppets –use of felt (cut and sew) & variety of craft resources to decorate		Music Recorder Mr Rattey – Christmas songs and words	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Link with life cycles Buddhism and beliefs of life as a circle.	Loughton's Green Spaces
Week 11	Cont. Human Life Cycle Other animals & us Young & Old discussion sheets Mothers & babies	Add greetings to the publisher document using word			Puppets –use of felt (cut and sew) & variety of craft resources to decorate	Christmas decorations Maths link- shape, patterns and sequences	Christmas Play work Songs/music for Christmas Concert performance	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Advent Christian celebration The Christmas Story Hanukkah Jewish festival – see talking pictures pack	
Week 12	Other animal life cycles e.g. baby- pouch- joey –adult kangaroo See science pool resources - cross curricular with literacy				Continue puppets	Make a New Year calendar Maths link- periods of time, days, months, year	Christmas Play work Songs/music for Christmas Concert performance	Dance –Time to Move Games – Spurs Coach – Multi skills Gymnastics with gymnastics coach	Continue The Christmas Story see RE Today picturing Jesus pack for related art work Picture 3 & 4	Confidence for performance and behaviour in concert