

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

Uses of everyday materials

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Plants

- observe and describe how seeds and bulbs grow into mature plants
- to find out how plants grow and stay healthy

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.

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
- identify the location of hot and cold areas of the world in relation to the North and South Poles

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.

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**On the Move**

- 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. In Year 2 we cover each of the areas incidentally, as they fit into the topic work and as separate lessons to cover a particular subject area.

- 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 Spring 1 2017

TOPIC: On the move

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	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	Re	PSHE
Week 1		Search engines Lesson 1 Discuss how and why to find information. Search engine for simple search. E-safety.		Introduce topic – sort land, sea, air transport Link to maps work from autumn term. How could we get from London to...?	Pottery sessions all term	Design page for new topic	Music - recorders Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly planning	New Year Resolutions.	Rules for our protection
Week 2	Materials and their uses. Watch and discuss PPT What is made of wood and other materials	Search engines Lesson 2 Continue search. Evaluate websites. E-safety-awareness of risks and what to do.	History of bicycle Make timeline from first (hobby horse) to modern bicycle (differentiated). Maths link-periods of time, ordering years.		Look at working parts of a bicycle	Traction man artwork	Music - recorders Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly planning		

<p>Week 3</p>	<p>Materials why are things made of a particular material . See PPT Chair and Table Children to investigate if suggested material is suitable and why or why not</p> <p>Materials spinner game</p> <p>Data collection materials around the school – wood, plastic, metal, fabric – tally chart and block graph</p>	<p>Search engines Lesson 3 Search for answers to specific topic questions. Discuss use of clear search criteria.</p>	<p>Compare old and new bikes or another type of transport.</p> <p>Note the differences</p> <p>Explorers timelines - linked to geog</p>	<p>Compare famous explorers - Captain Scott and Neil Armstrong. Link to literacy work Amy Johnson – DVD Use maps to discuss where explorers were in the world.</p>		<p>Observational drawing of a bicycle</p> <p>Label parts of a bike</p>	<p>Three Little Birds – lesson 2 Charanga Music (ICT link)</p> <p>Singing with Mr Ratty – Topic songs On the Move</p>	<p>Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly planning</p>	<p>Special ways of living – Thinking of others – inc. the story of Jairus' Daughter</p>	<p>Rights and Responsibilities</p> <p>The Right to be Safe</p> <p>Staying safe when using transport</p>
<p>Week 4</p>	<p>BBC Science clips</p> <p>Grouping and changing Materials</p> <p>Sorting and using materials</p> <p>Materials venn diagram</p>	<p>Search engines Lesson 4 Search, select, resize and print images of topic (transport) to use in the classroom.</p>		<p>Compare famous explorers - Captain Cook, Captain Scott and Neil Armstrong. Link to literacy work</p>			<p>Music Djembe work:</p> <p>Singing with Mr Ratty – Topic songs On the Move</p>	<p>Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly planning</p>	<p>Muhammad and the thirsty camel.</p>	

Week 5	BBC Science Clips Characteristics of materials Teddy's umbrella investigation- which material will be best? Test and record findings and outcomes	Search engines Lesson 5 Refine the search criteria to find images of specific types of vehicles for their information books.		Find out about transport in different areas around the world eg camel, elephant, rickshaw see PPT		Observational painting of a bicycle Use a view finder to paint large version of small part of the bicycle	Music Djembe work: Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach –Multiskills Gym – see weekly planning		Choices - Choosing a Friend and making a Friendship web
Week 6	Discuss and answer Materials Millionaires PPT	Programming Lesson 1 Revise Bee Bot and introduce Roamer. Show simple algorithm- predict outcome and then test.				Art linked to Chinese new year e.g. dragons , blue and white ming vases with blossom	Music Djembe work: Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly planning	Special ways of living Chinese New Year	

Year 2 Curriculum Spring 2 2017

TOPIC: On the move

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
Week 7	Plant/ flower identification. Recognise and name different springtime plants and flowers .	Programming Lesson 2 Use 2Go to navigate around the planets. Discuss choices about routes- how many different routes were created?		Geog features – town, city village, beach, coast, cliff – identify and sort into human or physical features	Think about a design for a vehicle – purpose of vehicle – label parts Start collecting boxes Pottery sessions all term		Music I wanna play in a band- Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach –Multiskills skipping Gym – see weekly planning	Journeys and travel Pilgrimage to Mecca Visitor talk RE pack - Talking Pictures card 6 and 8	
Week 8		Programming Lesson 3 Use 2Go to draw 3 squares of increasing size on grid using	Wright Brothers Timeline of air travel Amy Johnson – DVD Introduce Duxford	Compare town life to small island life (Katie Morag) Map of UK – name islands	Follow instructions for making a vehicle (see photo book)	Hall display	I wanna play in a band- Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach –Multiskills Skipping	Journeys and travel Jesus in the wilderness – Picturing Jesus Fresh Ideas pack – picture 6	

		algorithm tab.						Gym – see weekly planning		
Week 9		Programming Lesson 4 Use 2Go. Create an algorithm that can be repeated to draw a staircase. Change colour and run the algorithm repeatedly to create the design.	Visit to Duxford	Features of small island. Pros and cons of living on a small island. Link To Katie Morag and literacy work	Continue to make vehicles	Duxford collage	Music Ukulele work Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly planning	Special Places The towns and villages where we live Giving and helping others –e.g. charity work	
Week 10	Paper plane experiment – test and record findings and outcomes	Programming Lesson 5 Code Studio. Look at simple instructions step by step then use the repeat function to create a loop.	Follow up Duxford work – linked to literacy		Cont to make vehicles		Music Ukulele work Singing with Mr Ratty – Topic songs On the Move	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly plan		Feelings and Relationships Cultural Diversity
Week 11		Programming Lesson 6 Code Studio. Adding actions to algorithms while still using loops.			Cont to make vehicles	Mothers day cards	Music Ukulele work Singing with Mr Ratty – Topic songs On the Move /Easter	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly plan	Spring festivals	Feelings and Relationships Teasing and Bullying
Week 12		Programming Lesson 7 Assessing using stage 14 Bee loops lessons 11-13. Demo 2Code on Purple Mash to use at home.		Traffic survey – linked to maths	Cont to make vehicles	Easter cards Easter baskets	Music Ukulele work Singing with Mr Ratty – Topic songs On the Move /Easter	Dance – Time to Move Games – Spurs Coach - Multiskills Gym – see weekly plan	Easter	