

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 recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identifying and classifying
- use their observation and ideas to suggest answers to question
- gathering and recording data to help answer questions

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Notes and guidance (non-statutory)

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Plants

- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Notes and guidance (non-statutory)

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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of the United Kingdom, and an area in a contrasting non-European country.

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]
- 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

Minibeasts and Music Festival theme 2016 Space

- 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 Summer 1 2017

TOPIC: Our Environment and Beyond

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	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	Re	PSHE
Week 1	Plant seeds in different conditions – soil,water,light. sand,water,light soil,light,no water soil,water,no light Make predictions and record Continue to observe over the next 6 weeks.	Introduce Algorithms coding		Cross-curricular link – Literacy local Loughton area features etc		Design cover for new topic	Music - Glockenspiel Mr Rattey – Topic songs Minibeasts and Music Festival Songs	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW	Light and water – all life depends on this	Rules Useful Rules – always a good idea/ sometimes a good idea
Week 2	To be able to label and describe the <u>functions</u> of parts of a plant. See PPT in pool Looking at animals	Algorithms Roamers coding		Cross curricular with literacy - Exploring school grounds			Music - Glockenspiel Mr Rattey – Topic songs Minibeasts and	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW	Looking after our school and local environment	Important people in our local community e.g. police, fire-fighters etc

	<p>and plants in our environment. Complete chart minibeast/plant/bird Identify and name different plants and flowers.</p> <p>Science week experiments – focus on scientific methods – Changing materials Dissolving Liquid layers Mobile Zoo</p>			<p>Google Maps of local area and journeys to school homework</p>			<p>Music Festival Songs</p>			
<p>Week 3</p>	<p>Name birds and identify Observation of species – set up Bird Hide & Record species seen. Name and label parts of a bird.</p>	<p>Algorithms Roamers coding</p>		<p>Cross curricular with literacy - Exploring school grounds-and how can we improve them? Compare Google with children's maps of their journey to school</p>	<p>Choose and draw different bird species looking at colours and patterns</p>		<p>Music - Glockenspiel stage 2– lesson 3 Charanga Music (ICT link) Mr Rattey – Topic songs Minibeasts and Music Festival Songs</p>	<p>Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW</p>		<p>Telling lies and the consequences</p>
<p>Week 4</p>	<p>Investigate feeding habits of different birds - feeding, habitat Bird migration link to geog map work</p>	<p>Algorithms To Go</p>		<p>World map – bird migration</p>	<p>Paint birds or plants - use watercolours</p>		<p>Music - Glockenspiel Mr Rattey – Topic songs Minibeasts and Music Festival Songs</p>	<p>Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW</p>	<p>Special books and stories- see yellow book SoW Special books to us and books special to different religions</p>	<p>Communities – local schools</p>
<p>Week 5</p>	<p>Observation of birds. Look at similarities and differences. Variation – looking at feet, beaks, habitats etc</p>	<p>Algorithms Purple Mash</p>	<p>Compare old Loughton and Modern Loughton</p>		<p>Design a bird feeder Make bird food –link to literacy work</p>		<p>Music - Glockenspiel Mr Rattey – Topic songs Minibeasts and Music Festival Songs</p>	<p>Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW</p>		<p>Communities – Then and Now Where would you prefer to live?</p>

Week 6	Seed follow up To know plants provide food. Which part of the plant do we eat e.g. root, stem, leaf, seed	Algorithms Purple Mash				Design for gingerbread house picture	Music Festival singing Mr Rattey – Topic songs Minibeasts and Music Festival Songs	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW Pop and Bop	The Parable of the sower- see picturing Jesus contemporary artists pack picture 5	Communities – Packing a bag –favourite local area features
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Year 2 Curriculum Summer 2 2017

TOPIC: Our Environment and Beyond

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
Week 7	Nocturnal animals – link to literacy report writing Spring Watch Web Cams	Introduce Animation		Map work – tracing route to church/ key features on route/ drawing own map to show route		Draw and paint nocturnal animals	Music Mr Rattey – Topic songs Minibeasts and Music Festival Songs	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW Sports Morning	Visit to St John's Church	Rules Road Safety Green Cross Code http://think.direct.gov.uk/education/early-years-and-primary/media/cross-safely/
Week 8	Minibeasts – identify and name different minibeasts. Facts about minibeasts sheet e.g. no backbone, have exoskeleton	Animation				Minibeast habitat collages e.g. bushes and leaves, under damp logs, in and on the water	Music Mr Rattey – Topic songs Minibeasts and Music Festival Songs	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW		Road Safety cont. – Cycle safety / road signs
Week 9	Minibeast habitats Sort minibeasts. Insects and other minibeast groups e.g insect, mollusc, arachnid Food chains	Animation			Design a minibeast hotel Create class minibeast hotel	Design a prayer mat – linked to R.E.	Music - xylophone Mr Rattey – Topic songs Minibeasts and Music Festival	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW	Ramadan	Road Safety Good road craft

	Minibeast hunt using sweep nets						Songs			
Week 10	Introduce contrasting location – Africa – linked to Literacy work (Anansi) Compare animals of Uk to Animals of Africa	Animation	Visit to Loughton Library – local history archives Link to Geog – old maps of Loughton Famous people linked to Loughton e.g. Dick Turpin	World map – study UK – part of Europe and African continent Study variety of local maps and aerial view photographs Jamie's map – planning a route –see PPT			Music –ukulele / xylophone Mr Rattey – Topic songs Minibeasts and Music Festival Songs	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW		
Week 11	Animal that lives in different African habitats- how are they adapted to their environment? Particular focus on the desert habitat.	ICT presentation of Alderton memories		Habitats of Africa e.g. grassland, desert, savannah, rainforest Name and place countries of Africa on a template map		Desert habitat scene including animals that live there Draw and colour a flag of an African country	Music - ukulele Mr Rattey – Topic songs Minibeasts and Music Festival Songs Infant Music festival	Dance – Time to Move Games – Spurs Coach - Multi skills Gym–see SOW		Recall and write memories of Alderton Infants Yr2 / Yr3 project
Week 12		ICT presentation of Alderton memories				Sculptures – what is sculpture? Natural sculptures – look at work of Andy Goldsworthy Create own natural sculpture	Music - ukulele Mr Rattey – Topic songs Minibeasts and Music Festival Songs	Dance – Time to Move Games – Spurs Coach - Multi skills Gym – see SOW		