Nantwich Primary Academy Year 2 Curriculum Map

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Teacher: Kate Li

Key
Maths links
English links
Outdoor learning links

Year 2	Link Opportunities	Autumn	Spring	Summer
		The Victorians	*Amazing Africa*	*Explorers*
	The Hook / Enquiry Q	Why were the Victorians so Victorious?	How Amazing is Africa?	Are all the 'wonders' out of this world?
	Local / Community	Nantwich Museum- Victorian Nantwich – buildings and life in that era – Victorian dress – Victorian farming and schooling	Reese Heath	
	Possible Trips / Guests	Nantwich Museum Victorian Village (Iron Bridge) Shugborough Estate – Victorian toys (velotropes and pull toys / Victorian Christmas Dunham Massey	Reese Heath – Meerkats Zoo 2 U Chester Zoo – African animals	Jodrell Bank – SCIENCE Petty Pool – Plants (science link) Beach (with Year 1 – PSHCE and GEOGRAPHY – human and physical features)
	Parental Involvement	Victorian school house shoe box model	African Masks	Science investigations
	I am Happy! (EHWB)	My Book about Me	Relaxation for Children	Secret Garden Relaxation My Happy Mind: - Meet Your Brain - Celebrate, Appreciate, Relate, Enjoy
	I am a Good Citizen! (PSHCE)	**Good to be me!** '1, 2, 3, it's good to be me.' *Sing Up* I can recognise what I am good at. *(confidence) (role on the wall. I am talented)*	**Comic Relief** I can identify and respect the similarities and differences between people. (*relationships) (Africa – race and diversity*)	**Environmental change** (We are killing our planet, so we need to plan to move to Mars, or can we repair the damage we have done*?)*

		I can recognise how my behaviour affects other people. (*relationships) (drama / comic strip – scenarios) (focus on how being your best self, can impact positively on others*) (*I am a shining light. I am a marigold.)* I can recognise how rules help me. *(active citizens) (school rules. I am valuable. Let me learn!)* I can make simple choices that improve my health and well-being. (*healthy living*) *(I am special, I need to take care of myself!)* I know how to maintain personal hygiene. (*healthy living*) (*I am important, I need to keep germs at bay so I stay well.) (I am worth it! Self-respect!)* I know how to cross the road safely. (*healthy living) (I am loved. I need to keep myself safe!)* I can reflect on my own experiences to set simple goals. (*confidence) (end of Autumn term – personal target setting for Spring term.)*	I understand there are different types of teasing and bullying. (*relationships)* *I know how to get help with bullying. (relationships*) I can consider dilemmas that I come across in daily life. (*relationships) (their playground experiences – drama / comic strip) (what might you do if….?)* I can see right and wrong choices. (active citizens) (their playground experiences)	I can recognise how rules help me. *(active citizens) (recycling rules etc…)_* I can share my opinion on things that matter to me. (*confidence) (global issues observed at a local and personal level*) I can express my own views confidently. (*active citizens) (present an assembly about protecting our environment*)
		E-Safety – on-going I can describe the rules for how to stay safe online. (*Make an e-safety poster – see ICT*) I can make safe choices when using the internet. *('Be a Protector' board game*) (*see Barefoot Computing*) I understand that some websites are not appropriate for my age. I understand that some information is personal. (Follow the Digital Trail) (*see Barefoot Computing*) I can give examples of cyber bullying. ('Screen out the Mean') (*see Barefoot Computing*) I can talk about why limits on screen time are important. (*see Newsround clip – Korean girl*)		
	I am British! British Values	**Democracy**: Pupils will be voted onto the school council. Pupils will apply to the Principal for Y6 responsibilities. Pupils will vote for who has shown learning powers each week. Pupils take part in a weekly Votes for Schools vote on current affairs. Pupils can compare current British values to those present during the hard times of WW2. **Rule of Law:** Pupils follow the coloured behaviour zones system. School rules and Happy Classroom Rules are followed consistently. Pupils attend whole school assemblies and are reminded of their rights via Votes for Schools assemblies each week. School assemblies and visits from e.g. PCSOs help pupils remember laws to keep them safe.		

		Individual Liberty: Pupils show independence in learning and think for themselves. Pupils are offered a broad and balanced curriculum. Pupils make sensible choices at break and lunchtimes. School assemblies and PSHCE lessons remind pupils of their rights and how to keep safe. 100% attendance awards are won. Pupils represent school. **Mutual Respect & Tolerance:** Respect taught through Assemblies, RE and PSHCE to be used in and out of school. Pupils learn to respect cultural diversity and recognise the richness diversity brings. Links with SBMAT schools enhances this. Inter-school competitions teach humility and respect to others. Displays in school remind pupils how to stay safe, including Year 6 pupil monitors e.g. digital leaders / road safety officers. Pupils are supported by the school inclusion team.		
	I am an engineer! STEM / STEAM (1 opportunity per week)	Discovery Bag – Plants (science link) Plant detectives – where do plants grow? (science link) Music Maker – untuned instruments (Music link) Pin Hole Camera Christmas STEM Fayre Be seen, Be Safe – PSHCE (taking care of yourself when it gets dark early)	Archimedes' Screw Pulley link Animal Adventure – habitats (science link) Operation Birds Nest (*SATs focus this term – fewer Crest STEM activities*)	Materials – insulators – keeping warm (science link) Sniffly Sneezes – absorbant / waterproof – (science link) Useless Umbrella – absorbant / waterproof – (science link) Sneaky Shadows – opaque / transparent (science link) Music maker 2 – tuned instruments (music link)

	I am a writer! (English)	Key Texts Daisy Dobbs – Shirley Hughes	Key Texts	Key Texts Letters from Africa Meerkat Mail	Key Texts The Seeds of friendship	Key Texts The Man on the Moon	Key Texts
		Narrative / Non-Narrative	Narrative / Non-Narrative	Narrative / Non-Narrative	Narrative / Non-Narrative	Narrative / Non-Narrative	Narrative / Non-Narrative
		Writing Transcription – Ongoing Pupils should be taught to: ▪ name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
		Writing Composition Ongoing Pupils should be taught to: ▪ write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.					

		Spelling • Days of the week • Contractions • Revision of Y1 spelling rules - s and es to words (plural of nouns and the third person singular of verbs) • Revision of Y1 spelling rules - Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word • Revisit adding –er and –est to adjectives where no change is needed to the root word Months of the year	**Spelling** • The /j/ sound spelt as dge at the end of words. • The alternative /j/ sound can be spelt as g elsewhere in words before e, i and y. • The sound /r/ spelt wr at the beginning of the word • The sound /s/ spelt 'c' before e and y • Y2 common exception words The sound 'l' spelt '-le' at the end of words	**Spelling** • The /l/ sound spelt –el at the end of words. • The /l/ sound spelt –al at the end of words. Words ending –il • The /igh/ sound spelt –y at the end of words. • Adding –ies to nouns and verbs ending in • –y Y2 Common exception words	**Spelling** • Contractions • Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, to a word ending in –y with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel • The sound /or/ spelt 'a' before l or ll Y2 Common exception words	**Spelling** • The possessive apostrophe (singular nouns) • The /er/ sound spelt or after w • The suffixes –ment, • –ness, –ful , –less and • –ly • The /or/ sound spelt ar after w Words ending in –tion	**Spelling** • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. • Apostrophe used for contractions in speech (elision). • Homophones and near-homophones • The sound /n/ spelt kn and less often 'gn' at the beginning of words Assessment/revisit and review of spellings taught this year.
		Little Wandle Common exception words: Find, kind, mind, behind, old, gold, hold, told, after, father, again	**Little Wandle Common exception words:**	**Little Wandle Common exception words:**	**Little Wandle Common exception words:**	**Little Wandle Common exception words:**	**Little Wandle Common exception words:**
		Twinkl Term 1 A **(spelling homework)**	**Twinkl Term 1 B** **(spelling homework)**	**Twinkl Term 2 A** **(spelling homework)**	**Twinkl Term 2 B** **(spelling homework)**	**Twinkl Term 3 A** **(spelling homework)**	**Twinkl Term 3 B** **(spelling homework)**
		See appendix for spelling lists.					
		Handwriting Ongoing • Form lower-case letters, starting in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another • Use spacing between words • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters					
	I am a reader (English)	**Reading spine**	**Reading spine**	**Reading spine**	**Reading spine**	**Reading spine**	**Reading spine**

		Frog and Toad Together (Novel) (seeds – science link / Victorian era) The Hodge-Heg (*Road safety – PSHE*) Who's afraid of the Big Bad Book (*familiar stories – reading for pleasure*) Dr Xargle's Book of Earthlets (reading for pleasure)	Pumpkin Soup (*Harvest*) Emily Brown and the Thing (*Halloween – dealing with feeling frightened*) The Owl who was Afraid of the Dark (*winter dark evenings PSHE*)	The Giraffe, the Pelly and Me (novel) (Africa) Meerkat Mail (*Africa*) The Flower (*familiar stories – reading for pleasure*)	Willa and Old Miss Annie (*Can wild animals be pets?)* Gorilla (*Africa*)	Tuesday (*English Link – newspaper report*) Fantastic Mr Fox (*animals habitat – science*)	Flat Stanley (*chapter books) (reading for pleasure*) Amazing Grace (*aspirations*)
		Reading Ongoing • 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 taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.					
		Comprehension Ongoing • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting 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 them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.					

	I am a Mathematician (Maths)	**Place Value (2)** **Addition (1)** **Subtraction (1)** **Multiplication (1)**	**Review (1)** **Addition (1)** **Subtraction (1)** **Multiplication (1)**	**Review (1)** **Length (1)** **Mass (1)** **Temperature (1)**	**Review (1)** **Fractions (2)** **Position (1)** **Times (1)**	**SATs consolidation** ***Focus on areas of need***	**Close Gaps / dive deeper**

		Division (1) **Money (1)**	**Division (1)** **Money (1)**	**2D Shape (1)** **3d shape (1)**	**Statistics (1)**		
		See Appendix A for lessons breakdown and additional progression documentation.					

	I am a scientist!	Research Study: **The Wright Brothers** WORKING SCIENTIFICALLY POS: asking simple questions and recognising that they can be answered in different ways POS: observing closely, using simple equipment POS: performing simple tests POS: using their observations and ideas to suggest answers to questions POS: gathering and recording data to help in answering questions I can suggest some ideas and ask questions. I can say why a test is fair or unfair. I can suggest what might happen. I can record findings in simple ways including tables, graphs. I can say whether what happened was what was expected and draw simple conclusions. I can use photographic information sources to answer questions. I can use video information sources to answer questions.	**Animals Including Humans** POS – **Scientific Knowledge**: animal classification – birds, fish, reptiles, insects, mammals, amphibians POS – **Conceptual Understanding:** recognise themselves as mammals. POS – **Scientific Knowledge**: explain a human life cycle POS – **Scientific Knowledge**: food groups and how they help out body POS – **Conceptual Understanding:** compare a human life cycle with that of an amphibian. POS – **Conceptual Understanding:** healthy choices. POS – **Scientific Methods**: sorting, classification I can sort animals into groups and suggest reasons. I can classify animals. I can recognise the characteristics of mammals. I can investigate which type of animal humans belong in. I can explain my own life cycle. I can recognise the basic needs of humans. I can explain how lions ensure their survival.	**Everyday Materials** **Changing Materials** POS – **Identify Materials**: Explore different materials from everyday life. POS – **Discuss Suitability:** *Why does it work well?* Include – spoons – *different materials for the same object.* POS – **Identify Properties**: conduct various tests – *waterproof / conductor / flexible etc.* POS – **Compare Properties**: Why is it good / not good for a particular use? POS – **Changing Materials**: shape – squash / bend / twist / stretch POS – **Changing Materials**: heating / cooling POS – **Famous Scientist study**: John Dunlop (*explore tyres for the space buggy*) I can use first- hand experience and info sources to identify everyday materials. I can suggest ideas and questions about why a material works well. I can make observations and comparisons using simple equipment. I can record findings in a table. I can suggest what might happen when a force is exerted (changing shape).

		Plants POS – **Scientific Knowledge:** name plants POS – **Scientific Understanding:** life cycle of a plant POS – **Scientific Methods:** simple test POS – **Scientific Understanding:** structure of a plant POS – **Scientific Methods:** observation, record findings I can identify and name a variety of common plants. I can describe the structure of a common flowering plant. I can observe and describe how seeds and bulbs grow into mature plants. I can investigate what plants need to grow and stay healthy. I can perform a simple test and record observed changes over time.	I can sort types of food. I can classify food into groups. **Living Things and Their Habitats** POS – **Scientific Knowledge**: *How do we know that this spider is living, this one is dead and this one has never been alive?* POS – **Conceptual Understanding:** *MRS GREN* POS – **Scientific Knowledge**: Recognise habitats including microhabitats. POS – **Scientific Knowledge**: Recognise and name common plants and animals. POS – **Conceptual Understanding:** Understand dependency, adaptation POS – **Conceptual Understanding:** Food chains POS – **Scientific Methods**: conduct various fieldwork studies and simple tests I can identify things that are living, dead or never been alive. I can recognise that all living things need a habitat. I can identify and name some plants and animals in the local area. I can describe how a habitat provides living things with their basic needs. I can explain how some animals are adapted to their habitats. I can describe how animals get their food from plants and other animals.	I can suggest what might happen when a material is heated/cooled (changing state). I can research a famous British scientist. I can investigate which material is best for keeping a dragons egg safe. What's this stuff? (Materials) 'Sing Up!' (Music Link)

			I can perform a simple test to find out which type of environment a minibeast prefers.	
	I am a coder! (Computing)	**E-Safety – on-going** (see PSHCE)		
		We are Photographers! **Using Technology** **(History Link - *Victorian Inventions – Henry Fox Talbot)*** **<u>Creating Media – Digital Photography</u>** **Taking Photographs:** I can recognise what devices can be used to take photographs I can talk about how to take a photograph I can explain what I did to capture a digital photo **Landscape or Portrait:** I can explain the process of taking a good photograph I can take photos in both landscape and portrait format I can explain why a photo looks better in portrait or landscape format **What makes a good photograph?:** I can identify what is wrong with a photograph I can discuss how to take a good photograph I can improve a photograph by retaking it **Lighting:** I can explore the effect that light has on a photo I can experiment with different light sources I can explain why a picture may be unclear **Effects:** I can recognise that images can be changed I can use a tool to achieve a desired effect I can explain my choices Is it real?: I can apply a range of photography skills to capture a photo I can recognise which photos have been changed I can identify which photos are real and which have been changed **<u>Computing Systems and Networks – IT around us</u>**	**<u>Programming – Robot Algorithms</u>** **Giving instructions:** I can follow instructions given by someone else I can choose a series of words that can be enacted as a sequence I can give clear instructions **Same but different:** I can use the same instructions to create different algorithms I can use an algorithm to program a sequence on a floor robot I can show the difference in outcomes between two sequences that consist of the same commands **Making predictions:** I can follow a sequence I can predict the outcome of a sequence I can compare my prediction to the program outcome **Mats and Routes:** I can explain the choices I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable **Algorithm Design:** I can explain what my algorithm should achieve I can create an algorithm to meet my goal I can use my algorithm to create a program **Debugging:** I can test and debug each part of the program I can plan algorithms for different parts of a task I can put together the different parts of my program **<u>Data and Information – Pictograms</u>** **Counting and Comparing:** I can record data in a tally chart I can represent a tally count as a total I can compare totals in a tally chart **Enter the Data:** I can enter data onto a computer I can use a computer to view data in a different format	**<u>Creating Media – Digital Music</u>** **How music makes us feel:** I can identify simple differences in pieces of music. I can describe music using adjectives. I can say what I do and don't like about a piece of music. **Rhythms and patterns:** I can create a rhythm pattern I can play an instrument following a rhythm pattern I can explain that music is created and played by humans **How music can be used?** I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music **Notes and Tempo:** I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer **Creating digital music:** I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can add a sequence of notes to my rhythm **Reviewing and Editing music:** I can review my work I can explain how I changed my work I can listen to music and describe how it makes me feel **<u>Programming – Quizzes</u>** **ScratchJr Recap:** I can identify the start of a sequence I can identify that a program needs to be started I can show how to run my program **Outcomes:** I can predict the outcome of a sequence of commands

		What is IT: I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of IT **IT in school:** I can identify examples of IT I can sort school IT by what it's used for I can identify that some IT can be used in more than one way **IT in the World:** I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology **The benefits of IT:** I can recognise common types of technology I can demonstrate how IT devices work together I can say why we use IT **Using IT safely:** I can list different uses of information technology I can talk about different rules for using IT I can say how rules can help keep me safe **Using IT in different ways:** I can identify the choices that I make when using IT I can use IT for different types of activities I can explain the need to use IT in different ways	I can use pictograms to answer simple questions about objects **Creating Pictograms:** I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows **What is an attribute?:** I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute **Comparing people:** I can choose a suitable attribute to compare people I can collect the data I need I can create a pictogram and draw conclusions from it **Presenting information:** can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared	I can match two sequences with the same outcome I can change the outcome of a sequence of commands **Using a design:** I can work out the actions of a sprite in an algorithm I can decide which blocks to use to meet the design I can build the sequences of blocks I need **Changing a design:** I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design **Designing and creating a program:** I can choose the images for my own design I can create an algorithm I can build sequences of blocks to match my design **Evaluating:** I can compare my project to my design I can improve my project by adding features I can debug my program
	I am a Historian!	**<u>The Victorian Era</u>** *<u>Why were the Victorian's so Victorious?</u>* I can ask questions about the past. I can use photographic sources to find out about the past. I can place events in chronological order. I can place objects in chronological order. I can handle artefacts to find out about the past.	*History skills and knowledge woven through the topic with geography as the curriculum driver.*	*History skills and knowledge woven through the topic with geography as the curriculum driver.*

		I can identify differences between a significant person, past and present. I can use sources to find out about the past. I can compare differences between ways of life at different times. I can compare transport in the past to transport today. I can select from my knowledge of history and communicate it in a variety of ways. I can answer questions about the past.		
	I am a Geographer!	*Geography skills and knowledge woven through the topic with history as the curriculum driver.*	**<u>Amazing Africa</u>** *<u>How Amazing is Africa?</u>* - I can draw an arrow map - I Can use simple compass direction points - I can locate familiar places on a floor plan - I can draw a floor plan - I can use first hand observation to investigate places - I can use an aerial photo - I can locate familiar places on a local map - I can identify the UK and Africa on a world map - I can name and locate the world's seven continents - I can recognise how a countries proximity to the equator can affects its climate - I can sort human and physical geographical features - I can compare human and physical features of two contrasting locations	**Explorers** *<u>Are all the 'wonders' out of this world?</u>* - I can name and locate the world's oceans - I can recognise significant landmarks in the world. (seven wonders) - I can locate the world's significant landmarks on a world map - I use use simple co-ordinates and grids to mark a location (seven wonders) - I can use symbols to mark human and physical features on a map - I can consider significant 'wonders' in space. - I can construct simple map symbols - I can create a simple map with a key. (map of research hub on the moon) - I can use secondary sources to gather information about a significant person an event in the past (moon landing – Neil Armstrong) - I can compare significant people past and present (Neil Armstrong / Tim Peake or Chris Hadfield)

	I am an Artist! *(Art & Design)*	Drawing and Sketching Artist Study: **Andy Goldsworthy** *(Land art)* **Key works:** Fall Leaves / Torn Stone /Storm King Wall / Broken Pebbles scratched White / Line of ripped leaves / Torn line in garlic leaves / Screen - I can understand that artists find inspiration for artwork from their environment. - I can explore my environment and collect things that inspire me. - I can explore different drawing exercises to record the things I have collected. - I can use a range of materials to explore mark making. - I can reflect on the outcomes of my work. *POS:* To use a range of materials creatively to design and make products. *POS:* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. *POS:* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *POS:* To know 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.	Making Birds Artist study: **Tien Quyet** *(origami)* **Key works: O**wl / Rooster / Pelican - I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. - I can drawn from life looking closely. - I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. - I can use colour in my drawings and mix two or more different media together. I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. - I can fold, tear, crumple and collage paper to transform it from 2d to 3d. - I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. - I can share my work with my classmates and teachers, and consider what was successful for me.	Explore the world through Mono Paint Artist study: ***Xgaoc'o X'are, Leonardo Di Vinci*** **Key works:** *Two Giraffe and Two Birds II* - I can make drawings using photos from films as my source material. - I can look closely guided by my teacher's voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. - I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. - I can think carefully about which marks I will include in my drawing. - I can share my sketchbook work with the class and talk about what I like about my work. - I can listen to others talking about their work, and sometimes I can add my thoughts. I have seen what a mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artists work. - I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting. - I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing. - I can explore a theme and make mono prints using my imagination to make my drawings personal. - I can share my work and talk about what I like, and what I would like to try again. - I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work.

				I have understood that through art, I can invent and discover.
	I am a Designer! (Design & Technology) See Kapow DT scheme	**<u>Food - A balanced diet</u>** **Hidden sugars in drinks:** To know what makes a balanced diet **Taste testing combinations:** To taste test food combinations. **Designing and making a wrap:** To design a healthy wrap **Making and Evaluating:** To make a healthy wrap **<u>Queen Victoria's throne</u>** **Exploring stability:** To explore the concept and features of structures and the stability of different shapes **Strengthening Materials:** To explore strength in different structures To understand that the shape of the structure affects its strength **Making Queen Victoria's throne:** To make a structure according to a design criteria **Fixing and testing Queen Victoria's throne:** To produce a finished structure and evaluate its strength, stiffness and stability OR **<u>Industrious Inventions</u>**	**<u>Pouches</u>** **Running stitch:** To sew a running stitch **Using a template:** To sew a running stitch **Making a pouch:** To join fabrics using a running stitch **Decorating a pouch:** Decorate a pouch using fabric glue or a running stitch **OR** **<u>Wondorous wells</u>** ***Awe and wonder – African children (videos)*** *Purpose: Build a well for African children to gain access to clean water.* *STEM Link – Archimedes screw.* *PSHCE Link – Comic Relief* *Geography – Drought (Africa)* I can explore the mechanisms of different well designs. (*play with different pulley systems*) (*POS – technical knowledge*) I can generate a criterion by looking at different well designs. (*POS – evaluate*) I can experiment with different pulley systems and communicate design ideas. (use different materials and components: mock ups/ drawings/ speech bubbles) (POS – design) I can select tools, techniques and materials. *(POS – make*)	**<u>Making a Moving Alien</u>** **Pivots, levers and linkages:** To look at objects and understand how they move. **Making linkages:** To explore and use mechanisms. To explore a range of existing products. **Designing my alien:** To explore different design options **Making my alien:** To make a linkage moving alien **OR** **<u>Operation Dragon Nest</u>** ***Awe and wonder – architectural structures and bird's nests*** *Purpose: to build a nest suitable for a dragon to reside in.* I can communicate ideas about nest design. (*look at existing nests*) (*POS – evaluate*) I can identify a design criterion for a nest. (*what does a bird need, in a habitat?*) *(POS – design*) I can generate and communicate design ideas. (*mock ups/ drawings/ speech bubble*s) (*POS – design*) I can select tools, techniques and materials. (*forest school – scavenge – twigs / leaves etc.*.) *(POS – make*)

		Awe and Wonder – Victorian inventions – transport (museum) *Purpose: Make a pull toy for a Victorian child for Christmas.* I can experiment with different wheels and axels and communicate design ideas. (use different materials and components: mock ups/ drawings/ speech bubbles) (POS – design) I can select tools, techniques and materials. *(POS – make*) I can measure, mark, cut and shape. (*HA – angles*) (*POS – make*) I can assemble, join and combine components to make a product. (*stability/ strength/ fluidity of movement*) (*POS - Technical knowledge*) I can evaluate a product against a criterion. (*what could I have done differently?)* (*POS – evaluate*) I can use simple finishing techniques. (sanding/ wood stain/ wax/ varnish) (*Add a fabric cushion to make a seat in your vehicle).* I can use basic sewing techniques. (Art Link – William Morris fabric prints)	I can assemble, join and combine components to make a product. (*stability/ strength/ fluidity of movement*) (*POS - Technical knowledge*) I can evaluate a product against a criterion. (*what could I have done differently?)* (*POS – evaluate*) *or*	I can assemble, join and combine components to make a product. (*stability/ strength*) (*POS -Technical knowledge*) I can evaluate a product against a criterion. (*what could I have done differently?)* (*POS – evaluate*) or
	I am a Musician! See Kapow Music scheme	**<u>On This Island</u>** *British Songs and Sounds*	**<u>West African Call and Response</u>** **Going on safari – *To create short sequences of sound*** **Rhythmic Safari – *To copy a short rhythm.***	**<u>Dynamics, timbre, tempo and motifs</u>** ***(Space)*** **Space soundtrack – *To create a simple soundscape for effect.***

		British seaside songs – *To sing traditional British folk songs and create a soundscape.* **Countryside sounds – *To recreate the sounds you might hear in the countryside – Lavenders Blue*** **Sounds of the city – T*o recreate the sounds you might hear in the city – London's Burning*** **Structured soundscape – *To compose a piece of music inspired by a British location.*** **Journey through Britain – *To compose a piece of music that takes a journey through Britain.*** **Warm Ups:** H.E.L.L.O Flop over and wriggle (Sing Up) Side Stretch and Sip in (sing Up) Shake Out (Sing Up) Come dance with me. (Sing Up) **Topic Related pieces:** : Victorian Song - *Youtube* '*Sing Up'* Playtimes Past At play with a Hoop (classical piece – **Tempo** – *imagine you are the hoop rolling, getting faster, slowing down*). **Tempo** - The Little Engine that could. – slow, getting faster) (Victorian invention link) **<u>Musical Me</u>** **Once a man fell in a well – *To sing and play an untuned percussion instrument at the same time.*** **Dynamics and Timbre – *To choose and play appropriate dynamics and timbre for a piece of music.***	**Call and Response – *To learn a traditional song from Ghana.*** **Rhythmic Response – *To create rhythms based on call and response.*** **The safari event – *To add dynamics to a structure of rhythms.*** **Warm Ups:** Say Hello Sirening (Sing Up) Laughing (Sing Up) Buzzing (Sing Up) **Topic Related pieces:** 'The Carnival of the animals' Camilie Saint-Saens Soualle – African lullaby '*Sing Up'* *Senwa Dedende (**rounds**)* *Kye Kye Kule (sing Up)* *A traditional African call and echo song* **Orchestral instruments** ***(Trad. Western stories)*** ***Singing in unison with an echo*** *(Dance – PE Link)* *Mo Li Hua (Sing Up)* I can perform simple patterns keeping a steady pulse. (Kye Kye Kule) (*POS – playing tuned and untuned instruments*) I can explore how sounds can be organised. (*claves and saying – zebra / quaver : cub / crotchet : alligator / semi-quaver*) (*POS – experiment and combine sound*) I can create short musical patterns (*order images of zebra, cub and alligator to compose – HA notation*) (*POS – experiment and combine sounds*)	**Listening to space – *To listen for and recognise some basic elements of music.*** **Comparing Planets – T*o compare 2 pieces of music.*** **Planet Motif – *To be able to create short sequences of sound.*** **Journey to space – *To create short sequences of sound and perform with accuracy.*** Warm Ups: Say Hello H.E.L.L.O Funky Wake Up (Sing Up) Muscle stretch (sing Up) In the Zone (Sing Up) Topic Related pieces: **Myths and Legends** What's this stuff? (Science: Materials) 'Sing Up!' Can you see the Dragon? (sung to Poor Mary is a weeping) (a traditional circle song) I can make sounds with my voice. *(POS – using voice expressively)* **<u>Myths and Legends</u>** **Rhythm and structure – *To create a rhythm.*** **Structured Graphic Score – *To show structure on a graphic score.*** **Layered graphic score – *To write a graphic score to show texture.*** **Compose with structure – *To compose a piece of music with a given structure.*** **Rehearse and perform – T*o perform a group composition.***

		Melody – *To use musical notation to play melodies.* **My own melody – *To use letter notation to write my own melody.*** **Group composition – *To use dynamics and timbre in musical composition.*** 'The way in which plants grow.' – *Sing up (science Link)* *'I Love the Flowers' - sing Up*	I can communicate ideas about how music can create different moods. (*POS – Listen with understanding and concentration*) (*Carnival of the Animals)* I can investigate long and short sounds. (*slow moving and fast animals – elephants/cheetah) (POS – experiment and combine sounds*) I can explore changes to pitch. (low stomping elephants / high screeching monkeys) (POS – experiment and combine sounds) **<u>Traditional Western Stories</u>** **The Three Bears – *To listen to and analyse an orchestral version of a traditional story.*** **The Snow Queen – *To listen to and analyse a film music version of a traditional story.*** **Red Riding Hood – *To select appropriate sounds to match events, characters and feelings in a story.*** **Jack and the Beanstalk – *To write a playscript and select appropriate musical sounds to accompany it.*** **Super Storytellers – *To perform a story script with accompanying music.***	
	I am Active! (PE)	*Just Like Me – PE song warm up (moving your body). (Music Link)* **Athletics** I can use a good running technique at different speeds. I can perform a 2-footed jump. I can observe others to improve my own skills.	*Just Like Me – PE song warm up (moving your body). (Music Link)* **Gymnstics** I can perform gymnastic actions with control. I can repeat a sequence of gymnastic actions. I can perform a sequence of movement with a beginning, middle and end. (*EXT – include apparatus / a partner*)	*Just Like Me – PE song warm up (moving your body). (Music Link)* **Games** I can throw and catch when moving and standing still. I can roll a ball with control. I can kick a ball with control. I can strike a ball with control.

		I can throw with accuracy at varied distances. I can express the effects different movements have on my body. I can play in a team game.	I can use appropriate language to describe a gymnastic sequence. I can describe how my body works and feels when doing gymnastics. I can handle apparatus safely. **Dance** Come dance with me (*Sing Up*) *Kye Kye Kule (sing Up)* Simple step and clap pattern with a marked body swing to mark the pulse	I can use simple tactics for a small game. (defend…. I can play in a team game. I can describe how my body works when I play games. **Outdoor and Adventure** I can use a simple plan of a familiar environment. (orienteering) I can follow a trail.
	I am a Theologian! (RE)	**I wonder why belonging is important…** *PSHE – diversity (celebrating others who belong' to different communities.* *Science – where do animals belong (habitats)* <u>POS</u> – **Learning about Religion and Belief**: - Describe and explain religious practices, recognising differences between communities. - Appreciate the significance of different ways of expressing meaning. - Investigate key concepts about belonging. <u>POS</u> – **Learning from religion and Beliefs:** - Reflect on how their personal experience compares to others. - Reflect on how the similarities in practices between religions, promotes a set of values that they too share. I can identify ways that people belong.	**I wonder why religions are full of symbolism…** <u>POS</u> – **Learning about Religion and Belief**: - Explore rituals and worship noting similarities and differences. - Identify and suggest meaning for religious symbols. - Begin to use a range of religious words and phrases. <u>POS</u> – **Learning from religion and Beliefs:** - Reflect on religious and spiritual feelings. - Reflect on how spiritual values relate to your own behaviour. I can recognise symbols and artefacts from Christianity. (*church visit*) I can find similarities between the symbols of 2 different religions.	**I wonder what God would say about the plastic in our oceans….** *Biblical stories that link to caring for the environment.* Noahs' Ark The creation story I can understand how religious beliefs, guide the actions of believers. (*theological thoughts regarding environmental change*) **I wonder why stories are important to believers…** I can recognise the wisdom in wise words. (<u>POS</u> - beliefs and practices) (*what wise words do people you know say?) (wise words said by religious leaders / non-secular leaders*)

		I describe how people might welcome a baby into the world. I can talk about a special Christian ceremony that welcomes babies into the world. I can describe how I was welcomed as a baby. I can describe how Hindus welcome babies into the world. I can compare how babies are welcomed in Christianity and Hinduism. I can describe how Jesus was welcomed into the world. I can talk about the main events in the story of Jesus' baptism.	I can investigate religious artefacts from Christianity and Judaism. I can recognise signs and symbols in everyday life. I can reflect on the meaning in signs in symbols in everyday life. I can describe the meanings expressed through religious symbols in Christianity. I can reflect on the meaning expressed through symbolic behaviour in Christianity. I can reflect on the meaning expressed through symbolic behaviour in Islam. I can explore the significance of Islamic religious artefacts.	I can compare moral stories from different religions and find similarities. (*all teach us how to behave*) (*the importance of rules*)
	Displays	<u>KS1 corridor</u> – Autumn / Winter <u>Outside Year 2</u> – photographic exhibition *Victorian children plus children's photography with an aging filter.*	<u>KS1 corridor</u> – Spring <u>Outside year 2</u> – African collage artwork influenced by Steve Mbatia depicting 'The Carnival of the Animals' by Camilie Saint-Saens.	<u>KS1 corridor</u> – Summer <u>Outside Year 2</u> – Space Explorers

This is a working plan and can be subject to change as opportunities arise or reflections are made.