



Billingshurst Primary School Yearly Curriculum Plan: Year 2

Subject	Autumn		Spring	Summer
School values	Kindness: equality, care, respect.		Love of Learning: excellence, ambition, pride in ourselves and our school, curiosity.	Happiness: trust, safety, positivity, responsibility.
Learning skills These will be taught throughout the year and are not linked to any particular term	Be curious	Be creative	Be resilient	Be a team player
	Question Research Explore Evaluate Make decisions	Imagine Take risks Invent Experiment Adapt	Persevere Self-assess and improve Manage feelings Set goals Solve problems	Share Communicate and listen Support each other Reach agreements Learn from others
Topic/ Theme	Twisted Tales		Pole to Pole	Behind the Walls
Learning experiences:	A walk in a wooded area Three Little Pigs Drama Workshop Music: Perform to an audience.		Polar workshop – Openbox theatre On board the Terra Nova immersion morning Visit Mandir: Crawley Safer Internet Day – 9 th February 2021	Trip to a castle Knight training school immersion day Medieval banquet Music: Perform to an audience
Core Texts to support topic/theme	Into the forest - Anthony Browne. The original version of Little Red Riding Hood Tin Forest - Helen Ward and Wayne Anderson The True Story of the 3 Little Pigs - Jon Scieszka The Three Little Wolves and the Big Bad Pig - Eugene Trivizas I was a rat! Or Scarlet Slippers – Philip Pullman		Emperor's Egg - Martin Jenkins Poles Apart - Jeanne Willis Antarctic Antics: A Book of Penguin Poems – Judy Sierra 365 Penguins – Jean-Luc Fromental Tom Crean's Rabbit - Meredith Hooper The Rainbow Bear – Michael Morpurgo The Last Polar Bears – Harry Horse	Sir Charlie Stinky Socks - Kristina Stephenson The Knight Who Said No - Lucy Rowland The Knight Who Wouldn't Fight - Helen Docherty King Arthur and The Knights of The Round Table - Marcia Williams.

	The Bear and the Piano – David Litchfield	Pugs of the Frozen North – Philip Reeve & Sarah McIntyre The Penguin who wanted to find out – Jill Tomlinson Non-fiction texts linked to Captain Scott and the race to the pole.	The Dragon Snatcher; The Egg; The Great Dragon Rescue; Dare to Care Pet dragon – M.P Robertson, Tell Me a Dragon -Jackie Morris The Wall in the Middle of the Book – Jon Agee Castles – Colin Thompson Non-fiction texts about Knights and castles
English	<p>All writing opportunities will be based on the 4 main purposes of writing: to persuade, to inform, to entertain and to explain.</p> <p>Writing opportunities will be equally based on using the core text as a stimulus, and also writing that comes as a result of learning in foundation subjects.</p> <p>The audience for each piece of writing will differ in order for children to show they can adapt the voice of their writing accordingly.</p> <p>Reading skills will be taught in English lessons when accessing core texts and also in Book Talk. Grammar teaching will be threaded throughout all reading and writing tasks in order to minimise the amount of explicit grammar sessions.</p>		
	<p>Writing – composition</p> <p>Develop positive attitudes towards and stamina for writing</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what they are going to write before beginning</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>		
	Writing Opportunities	Writing Opportunities	Writing Opportunities

	<p>First half - Based around Into the Forest by Anthony Browne.</p> <ul style="list-style-type: none"> • To persuade: Conscience alley leading to persuasive language. Don't go into the forest... • To entertain: Writing a letter in role as one of the characters to another • To entertain: Writing a description of a forest setting that has been visited • Poetry: Based around their forest descriptions <p>Second half- Based around twisted tale of 3 little pigs</p> <ul style="list-style-type: none"> • Narrative: Writing their own twisted tale based on the 3 Little Pigs. Innovating the story to change the ending • To persuade: Writing a letter from the perspective of the wolf to either the pigs, their family or the judge • To inform: Write a review of the production to be published in the school newspaper and on the school website 	<ul style="list-style-type: none"> • To inform: write a non -chronological report about penguins that can be published as a class book • Narrative: Retell and innovate the story of Poles Apart • Poetry: Polar animal riddles • To persuade: Write a letter persuading Captain Scott to allow you to join his crew • To entertain: Diary entry in role from the Terra Nova • To inform: Writing about a personal experience of visiting the Mandir • To instruct: Write a set of instructions for how to make egg and cress sandwiches after growing the cress in science 	<ul style="list-style-type: none"> • Narrative: Story writing linked to Sir Charlie Stinky Socks • To persuade: Children to respond to a job advert – applying for the position of a knight • To inform: Non-chronological report based on being a knight or life in a castle • To inform and persuade: Tourist information leaflet for Arundel Castle • To inform: Instruction writing linked to art/DT – making a heraldic pennant • To inform: Make an information leaflet for parents/carers about what makes a well-balanced lunch box
Maths	<ul style="list-style-type: none"> ➤ Place Value ➤ Number bonds ➤ Addition ➤ Subtraction ➤ Money ➤ Statistics (tally charts and pictograms) 	<ul style="list-style-type: none"> ➤ Multiplication ➤ Division ➤ Fractions ➤ Geometry - shape ➤ Measurement (length linked to DT, temperature linked to science –plants) ➤ Time (this will also run through the year) ➤ Revision of the four operations 	<ul style="list-style-type: none"> ➤ Revision of the four operations ➤ Measurement (mass and capacity linked to science – animals including humans and height and length) ➤ Time (revision) ➤ Fractions (revision) ➤ Geometry – position and direction ➤ Statistics (block diagrams) ➤ Opportunities to apply skills to solve problems.

		➤ Opportunities to revisit priorities shown by assessment.	
Science	<p><u>Uses of everyday materials</u></p> <p>Identify and compare uses of everyday materials including wood, plastic, metal, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from solid materials can be changes by squashing, bending, twisting or stretching</p> <p><u>Working Scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> o Draw on their observations and ideas to offer answers to questions o Identify differences, similarities or changes related to simple scientific ideas, processes or phenomena o Respond to ideas given to them to answer questions or suggest solutions to problems <p>Performing simple tests</p> <ul style="list-style-type: none"> • Make some suggestions about how to find things out or collect data to answer 	<p><u>Living things and their habitats (First half of term)</u></p> <p>Food chains Life cycles Basic needs for survival (animal) Living things and their habitats</p> <p>The children will be exploring the micro-habitats in the school grounds</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Notice that animals have offspring which grow into adults (penguins compared to humans).</p> <p>Find out about the basic needs of animals for survival (focus penguins linked to English)</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p><u>Animals including humans</u></p> <p>Basic needs for survival (humans) - Find out about the basic needs of humans for survival</p> <p>Diet (Measures linked to maths – making a healthy snack/drink)</p> <p>Exercise – the children will be investigating the effect of exercise on the heart and their bodies</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Notice that animals have offspring which grow into adults (hatching chicks)</p> <ul style="list-style-type: none"> • Ask questions stimulated by their exploration of their world • Recognise basic features of living things

	<p>a question or idea they are investigating</p> <ul style="list-style-type: none"> • Make some accurate observations relevant to questions or ideas under investigation <p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> o Use scientific forms of language when communicating simple scientific ideas, processes or phenomena <p>Gathering and recording data to help in answering questions.</p> <ul style="list-style-type: none"> o Present their ideas and evidence in appropriate ways o Respond to prompts by using simple texts and electronic media to find information o Use simple scientific vocabulary to describe their ideas and observations o Work together (groups) on an experiment or investigation and recognise contributions made by others <ul style="list-style-type: none"> • Present simple scientific data in more than one way. <p>Understanding the applications and implications of science</p> <ul style="list-style-type: none"> o Identify scientific or technological phenomena and say whether or not they are helpful. o Explain the purposes of a variety of scientific or technological developments 	<p>Identify and name a variety of plants and animals in their habitat including micro habitats.</p> <p>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</p> <p><u>Plants (2nd Half term)</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>The children will be engaged in planting and caring for a range of plants.</p> <p><u>Working Scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> o Draw on their observations and ideas to offer answers to questions o Identify differences, similarities or changes related to simple scientific ideas, processes or phenomena (<i>plants</i>) o Respond to ideas given to them to answer questions or suggest solutions to problems o Represent things in the real world using simple physical models (<i>habitats</i>) 	<ul style="list-style-type: none"> • Draw on everyday experience to help answer questions <p><u>Working Scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> o Draw on their observations and ideas to offer answers to questions o Respond to ideas given to them to answer questions or suggest solutions to problems o Represent things in the real world using simple physical models <p>Observing closely, using simple equipment:</p> <ul style="list-style-type: none"> o Select equipment or information from those sources provided to address a question or idea under investigation <p>Performing simple tests</p> <ul style="list-style-type: none"> o Make some suggestions about how to find things out or collect data to answer a question or idea they are investigating
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	<ul style="list-style-type: none"> o Link applications to specific characteristics or properties <ul style="list-style-type: none"> o Identify aspects of our lives, or of the work that people do, which are based on scientific ideas 	<p>Observing closely, using simple equipment:</p> <ul style="list-style-type: none"> o Select equipment or information from those sources provided to address a question or idea under investigation <p>Performing simple tests (plants)</p> <ul style="list-style-type: none"> o Make some suggestions about how to find things out or collect data to answer a question or idea they are investigating o Make measurements, using standard or non-standard units as appropriate (<i>using cm to record height of bean plant</i>) o Make some accurate observations relevant to questions or ideas under investigation o Identify one or more control variables in investigations from those provided (<i>water, light, heat</i>) <p>Using their observations and ideas to suggest answers to questions (plants)</p> <ul style="list-style-type: none"> o Say whether what happened was what they expected, acknowledging any unexpected outcomes o Use scientific forms of language when communicating simple scientific ideas, processes or phenomena 	<ul style="list-style-type: none"> o Make measurements, using standard or non-standard units as appropriate o Make some accurate observations relevant to questions or ideas under investigation o Recognise obvious risks when prompted o Identify one or more control variables in investigations from those provided <p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> o Say whether what happened was what they expected, acknowledging any unexpected outcomes o Use scientific forms of language when communicating simple scientific ideas, processes or phenomena o Describe what they have found out in experiments or investigations, linking cause and effect <p>Gathering and recording data to help in answering questions.</p> <ul style="list-style-type: none"> o Present their ideas and evidence in appropriate ways o Respond to prompts by using simple texts and electronic media to find information
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		<ul style="list-style-type: none"> ○ Identify simple advantages of working together on experiments or investigations ○ Suggest improvements to their working methods ○ Describe what they have found out in experiments or investigations, linking cause and effect <p>Gathering and recording data to help in answering questions.</p> <ul style="list-style-type: none"> ○ Present their ideas and evidence in appropriate ways ○ Respond to prompts by using simple texts and electronic media to find information ○ Use simple scientific vocabulary to describe their ideas and observations ○ Work together (groups) on an experiment or investigation and recognise contributions made by other <p>Present simple scientific data in more than one way</p> <p>Identifying and classifying</p> <ul style="list-style-type: none"> ○ Make comparisons between basic features or components of objects, living things or events ○ Sort and group objects, living things or events on the basis of what they have observed (alive, dead, never been alive). 	<ul style="list-style-type: none"> ○ Use simple scientific vocabulary to describe their ideas and observations
History	<u>Who are we and where do we belong?</u>	<u>Intrepid Explorers</u>	<u>Castles</u>

	<p><u>Significant historical events, people and places in their own locality (Billingshurst school)</u></p> <p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> • Learn about changes within living memory. • Know where people and events fit within chronological frameworks. • Develop an awareness of the past and the passing of time. <p>Keeping in touch - Look at the changes made in how we keep in touch and timeline the history of communication starting with people carrying oral messages and then using in carrier pigeons, horse-riding messengers, letters, Morse code, telegrams, telephones, mobiles, emails and the internet (zoom!)</p> <p>Children to develop their own timeline of themselves and to make links to significant events during their lives (Nationally and internationally)</p> <p>This will link to PSHE and will introduce the children to creating a timeline that they will use throughout the year.</p>	<p><u>The lives of significant individuals from the past who have contributed to national and international achievements.</u></p> <p>Some should be used to compare aspects of life in different periods.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p><u>Captain Scott</u> – the race to the Pole</p> <p>Comparison can be made with a modern-day explorer (Polar Adventurer Eric Larsen) and Captain Scott. Look at the features of each explorer. How is life the same/different in 1911 to life now?</p> <p>Skills</p> <ul style="list-style-type: none"> • 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. <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> • Describe significant people and events from the past 	<p>LO: I can find out why castles were built and look at the features of a castle.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Be able to place events and artefacts on a timeline • Be able to use words and phrases like: old, new, past, present, before, after, then and now <p><u>Historical enquiry</u> – ask questions about the past such as ‘what it was like for people, what happened and how long ago...?’</p> <p><u>Historical knowledge and interpretation</u> – explain why people in past acted as they did.</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> • Use words and phrases to describe the passing of time eg years, decades and centuries • Show an understanding of the concept of nation and a nation’s history • Talk about what they have found and record with words and pictures. <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Be able to place events and artefacts in order on a timeline
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	<p>The children will find out about the history of Billingshurst school and village using photographs, maps, books and visits from local residents.</p> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Observe or handle artefacts (physical, pictorial and written) to ask questions and find answers to questions about the past. • Ask questions about the past such as ‘What was it like for people, what happened and how long ago..?’ • Know different ways to find out about the past eg primary and secondary sources. <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> • Describe historical events within their living memory <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Observe or handle artefacts (physical, pictorial and written) to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> • Explain why people in the past acted as they did. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Observe or handle artefacts (physical, pictorial and written) to ask questions and find answers to questions about the past. • Ask questions about the past such as ‘what was it like for people, what happened and how long ago..?’ • Know different ways to find out about the past eg primary and secondary sources. <p><u>Communication</u></p> <ul style="list-style-type: none"> • Use words and phrases to describe the passing of time eg years, decades and centuries • Show an understanding of the concept of nation and a nation’s history • Talk about what they have found and record with words and pictures. <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Be able to place events and artefacts in order on a timeline (on permanent display in each class) • Be able to use words and phrases like: old, new, past, present, before, after, then and now 	<ul style="list-style-type: none"> • Be able to use words and phrases like: old, new, past, present, before, after, then and now <p>Skills</p> <ul style="list-style-type: none"> • Children should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should use a wide vocabulary of everyday historical terms • Know different ways to find out about the past e.g primary and secondary sources. • They should understand some ways in which we find out about the past and identify different ways in which it is represented
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	<ul style="list-style-type: none"> • Ask questions about the past such as ‘what was it like for people, what happened and how long ago..?’ • Know different ways to find out about the past eg primary and secondary sources. <p><u>Communication</u></p> <ul style="list-style-type: none"> • Use words and phrases to describe the passing of time eg years, decades and centuries • Show an understanding of the concept of nation and a nation’s history • Talk about what they have found and record with words and pictures <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Be able to place events in order on a timeline • Be able to use words and phrases like: old, new, past, present, before, after, then and now • Be able to describe and sequence memories of key events within their living memory 		
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<p>Geography</p>	<p>Map making linked to Into the forest By Anthony Browne – where does the boy meet the characters on his journey?</p> <p>Children will devise their own map of the boy's journey.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Position and direction (linked to maths)</p> <ul style="list-style-type: none"> • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<p>Poles Apart</p> <p>Plotting the penguin's journey from the one pole to the other; locating the different countries they visit, continents and oceans they travel on.</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • Name and locate seven continents and five oceans • Using basic geographical language to relate to physical features • Identify the equator, Northern and Southern hemisphere/ <p>poles</p> <p><u>Geographical skills:</u></p> <p>Use world maps, atlases and globes to identify continents and oceans (Linked to English text Poles Apart)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Linked to RE (Hinduism and the celebration of Holi)</p>	<p>Arundel Castle</p> <p>The children will be exploring the geographical features of Arundel castle on their field trip.</p> <p>Use geographical vocabulary to refer to key physical and human features</p> <p>Where are castles and why?</p> <p>Use aerial photos to recognise landmarks of human and physical features around Arundel.</p> <p>Devise a simple map of their own castle and use and construct basic symbols in a key</p> <p>Recognise and identify the 4 countries of the UK and their capital cities and their significant sites using atlases and ICT.</p> <p>Look at seas that surround the UK on the globe.</p> <p>Locating castles in the 4 countries/capital cities of the UK.</p> <p>Use basic geographical vocabulary to refer to:</p>
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Art and Design	<p>Theme: Earth and Air</p> <p>To include sketch book work showing development of the theme</p> <p>Outcome: should be from either: 3D/ sculpture, textiles, digital media or collage</p> <p>Art work linked to the work of Andy Goldsworthy.</p>	<p>Poles Apart – 3D Model using modroc</p> <p>Spring 1 - Making modroc penguins</p> <p><i>I can plan a sculpture</i></p> <p><i>I can develop skills using clay</i></p> <p><i>I can use tools and clay equipment appropriate to the outcome</i></p> <p><i>I can produce textures in malleable materials</i></p>	<p>Castles – design and make 3D Castles – colour, pattern and print.</p> <p>Use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><u>Colour</u></p>

	<p>Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>Digital media:</p> <ul style="list-style-type: none"> Record visual information using digital cameras and recorders <p>Collage:</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture 	<p>Spring 2 -watercolour paintings of plants in the environment</p> <p><i>I can use paint in a variety of forms – watercolour with control and developing skill</i></p> <p><i>I can use a range of paint brushes-size and quality-depending on the task and my intentions for the outcome.</i></p>	<ul style="list-style-type: none"> I can use a range of equipment to apply paint and create paint effects I can mix colours in order to create an image I can alter paint consistency by adding water and/or pigment I can print by stamping with a range of hard and soft materials e.g. Corks, pen barrels, sponge, vegetables, fruit. I can take simple prints e.g. Mono-print I can roll printing ink over found objects or made blocks to create patterns e.g. Plastic, mesh, stencil <p><u>Printing</u></p> <ul style="list-style-type: none"> I can create a print by rubbing. I can build repeating patterns and recognise and mimic patterns in the environment I can create simple printing blocks with press print I can develop a repeated print using correct printing technique <p><u>3D/ sculpture</u></p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, and card as materials. Use techniques such as rolling and cutting.
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			<ul style="list-style-type: none"> • I can shape, model and construct from observation or from my imagination • I can use recycled, natural and man-made materials to create sculptures <p><u>Textiles Skills – Make a hanging heraldic pennant</u></p> <ul style="list-style-type: none"> • I can cut and shape fabric using scissors/snips • I can apply shapes and decorations using beads, buttons, feathers etc... with glue or by stitching • I can create cords and plaits for decoration <p><u>Outdoor Learning</u> I can use dip dye techniques</p>
Computing	<p>Internet Safety <u>E-safety</u></p> <ul style="list-style-type: none"> ○ To use technology safely and respectfully, keeping personal information private. ○ To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Multi-media Dazzle – Computer art <u>Basic mouse skills</u> Use a mouse to make choices, drag and drop, double click and free exploration.</p>	<p>Internet Safety: Using the Internet – internet safety day Smartie the Penguin- Tell someone The children will discuss the problems faced by Smarties and come up with suggestions about how he can stay safe when using his device. They will choose to either – write a letter to Smartie giving advice on how to stay safe on the internet or create a story board of Smartie’s experiences. The children will be writing about penguins and Captain Scott and inserting picture using both keyboard and mouse skills.</p> <p><u>Basic mouse skills</u></p>	<p>Coding</p> <ul style="list-style-type: none"> • Understand what an algorithm is. • Control motion by specifying the number of steps to travel, direction and turn. • Enter a series of precise and unambiguous instructions to make an object move and turn including the repeat key. • Consider a series of instructions and make logical predications on outcome. Recognise how to correct/fix mistakes in this program. <p>Code.org</p>

	<p>The children will create a picture of a forest (linked to English text - Into the Forest) on the Dazzle programme using the mouse.</p> <p>Basic keyboard skills</p> <ul style="list-style-type: none"> • Use a keyboard to log on • Use a paint programme to draw a simple picture. <p>Open, Paint, save and reopen.</p> <p>Infant encyclopaedia http://infant.parkfieldprimary.com/ Use the above link to find out Bonfire night.</p>	<p>Use a mouse to make choices, drag and drop, double click and free exploration. Choose pictures, resize/ rotate. Using a search agent – find information about Penguins/Captain Scott (This will be as part of English)</p> <p>Basic keyboard skills</p> <ul style="list-style-type: none"> • Use a keyboard to log on, use upper and lower case and type simple sentences. Alter text, select font size, style, colour, bold, italics and underline functions. • Open a file from a program and save independently. • Select, copy and paste a picture, resizing and rotating if necessary. 	<p>Introductory unit</p> <p>Giving instructions (algorithms), making predictions. What is an algorithm? Robo-car debugging? Code.org Course 1 #4 maze Code.org #5 maze debugging Code.org #7 bee Code.org- Artist 8 sequence and #10 shapes</p> <p>Skills</p> <ul style="list-style-type: none"> • 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
Design technology	<p>Design and technology objectives</p> <p>Design</p> <ul style="list-style-type: none"> • purposeful, functional 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 <p>Make</p> <ul style="list-style-type: none"> • 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, <u>including construction materials, textiles and ingredients</u>, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 		
	Cooking	Materials and construction incorporating mechanics	Textiles/Linked to art Make a heraldic pennant

	<p>Link this to Into The Forest: Make something to put in Little Red Riding Hood's basket EG: flapjack</p> <ul style="list-style-type: none"> • Cut peel and grate ingredients, safely and hygienically. • Measure or weigh using cups or balance. • Assemble ingredients and use hob to melt them. 	<p>Link this to Pole to Pole: Make a land yacht for your penguin to travel on</p> <ul style="list-style-type: none"> • Cut materials safely using scissors and other tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen.) • Use wood to practise cutting and screwing. <p><u>Technical knowledge (Mechanics)</u></p> <ul style="list-style-type: none"> • explore and use mechanisms (for example, levers, sliders, <u>wheels and axles</u>), in their products 	<ul style="list-style-type: none"> • Join textiles using a variety of stitches • Add embellishments, buttons and beads •
Music	<p>Project focus: Singing</p> <p>Charanga: <i>Zoo time and Friendship song</i></p> <p>Outcomes:</p> <p>Use the key vocabulary when describing a piece of music e.g. pitch, dynamics, tempo...</p> <p>Perform to an audience.</p>	<p>Project focus: Recorders</p> <p>Charanga: <i>Blown Away Recorder Book 1 (2) and Yumu</i></p> <p>Outcomes:</p> <p>To play simple songs/rhythms on the recorder using the correct technique.</p> <p>Vocabulary: note names, tempo / pulse</p>	<p>Project focus: Composition and notation</p> <p>Charanga: <i>I wanna play in a band</i></p> <p>Outcomes:</p> <p>To use simple notation to support composing/performing</p> <p><u>Vocabulary:</u> consolidation of previous vocabulary</p> <p><u>Skills:</u></p>

	<p>Alternatively use 'Freestyle' and 'Sing' sections for songs appropriate to topic.</p> <p>Vocabulary: timbre</p> <p><u>Skills:</u></p> <p><u>Listening and appraising</u></p> <p>Move your body in time to the pulse.</p> <p>Find and maintain the pulse of a piece of music.</p> <p>Talk about changes in timbre, dynamics, tempo and pitch in a piece of music</p> <p>Describe how a piece of music makes you feel</p> <p><u>Performance</u></p> <p>Play instruments using the correct technique and with respect. Focus on voice.</p> <p>Take part in singing, accurately following the melody.</p>	<p><u>Skills:</u></p> <p><u>Listening and appraising</u></p> <p>Move your body in time to the pulse.</p> <p>Find and maintain the pulse of a piece of music.</p> <p>Talk about changes in timbre, dynamics, tempo and pitch in a piece of music.</p> <p>Identify families of instruments -brass and woodwind.</p> <p>Describe how a piece of music makes you feel.</p> <p><u>Performance</u></p> <p>Play instruments using the correct technique and with respect. Focus on recorders</p> <p>Listen to, copy and repeat simple rhythms and melodies.</p> <p>Make and control long and short sounds using instruments.</p> <p>Perform to an audience.</p>	<p><u>Listening and appraising</u></p> <p>Move your body in time to the pulse.</p> <p>Find and maintain the pulse of a piece of music.</p> <p>Talk about changes in timbre, dynamics, tempo and pitch in a piece of music</p> <p>Identify families of instruments - focus on brass and woodwind.</p> <p>Describe how a piece of music makes you feel.</p> <p><u>Performance</u></p> <p>Play instruments using the correct technique and with respect - focus on recorders.</p> <p>Listen to, copy and repeat simple rhythms and melodies.</p> <p>Make and control long and short sounds, using instruments.</p> <p>Perform to an audience.</p> <p><u>Composing</u></p>
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	<p>Listen to, copy and repeat simple rhythms and melodies.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch using the voice</p> <p>Perform to an audience.</p> <p><u>Composing</u></p> <p>Create a sequence of long and short sounds.</p> <p>Clap and play rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, melodic patterns (voice)</p> <p><u>Transcribing</u></p>		<p>Create a sequence of long and short sounds.</p> <p>Clap and play rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p><u>Transcribing</u></p> <p>Use symbols to represent a composition and use them to help with a performance.</p>
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	Use symbols to represent a composition and use them to help with a performance.		
PE	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.		
PE: outdoors	<p>Ball Skills: Feet 1</p> <ul style="list-style-type: none"> • Develop dribbling: Keeping possession • Develop passing and receiving: Keeping possession • Combine dribbling, passing and receiving, keeping possession • Develop dribbling to score a point • Combine dribbling, passing and receiving to score a point • Apply dribbling, passing and receiving as a team to score a point <p>Ball Skills: Hands 1</p> <ul style="list-style-type: none"> • Develop dribbling: Keeping possession • Develop passing and receiving: Keeping possession • Combine dribbling, passing and receiving, keeping possession • Develop dribbling to score a point • Develop passing and receiving to score a point • Combine dribbling, passing and receiving to score a point 	<p>Ball skills - Hands 2</p> <ul style="list-style-type: none"> • Develop application and understanding of underarm throwing • Consolidate application and understanding of underarm throwing • Applying the underarm throw to win a game • Applying the underarm throw to beat an opponent • Introduce overarm throwing: Applying overarm throwing to win a game <p><u>Games for Understanding</u></p> <ul style="list-style-type: none"> • Attacking as a team • Defending as a team • Understanding the transition between defence and attack • Create and apply attacking tactics • Create and apply defensive tactics 	<p>Locomotion: dodging</p> <p>Explore dodging and different ways of dodging</p> <ul style="list-style-type: none"> • Explore dodging • Develop dodging • Apply dodging: Explore attacking and defending • Apply dodging in teams • Consolidate dodging <p><u>Locomotion: Jumping</u></p> <ul style="list-style-type: none"> • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations <p>Health and wellbeing –linked to science</p>

<p>PE: Indoors</p> <p><i>NC – Master basic movements and develop balance, agility and coordination. Perform dances using simple movement patterns.</i></p>	<p>Gym – Pathways and Linking Exploring different pathways and creating movements they can link together Exploring balance and linking movements (Dance linked to Christmas production) <u>Pathways</u></p> <ul style="list-style-type: none">• Exploring zig-zag pathways• Developing zig-zag pathways on apparatus• Exploring curved pathways• Developing curved pathways on apparatus• Creation of pathway sequences• Completion of pathways sequences and performance <p><u>Linking</u></p> <ul style="list-style-type: none">• Developing 'Linking'• Linking on apparatus• Jump, roll, balance sequences• Jump, roll, balance on apparatus• Creation of sequences• Completion of sequences and performance		<p>Dance – linked to penguins and life cycles Dance- Kick dance Dance Explorers Responding to stimulus using a range of controlled movements <u>Exploring</u></p> <ul style="list-style-type: none">• Preparing for an expedition: Responding to stimuli• Developing our motif with expression and emotion• Applying choreography in our motifs• Applying choreography in our motifs• Extending our motifs• Sequences, relationships and performance		<p>Dance- Water Create, perform and evaluate own and others dances. <u>Water</u></p> <ul style="list-style-type: none">• Water: Responding to stimuli• Developing whole group movement• Improvisation and physical descriptions• Creating sequences• Creating contrasting movement sequences• Sequences, relationships and performance	
<p>PHSE</p>	<p><u>New Beginnings</u> Empathy, self-awareness, social skills and motivation.</p>	<p><u>Getting On and Falling Out</u> Empathy, managing feelings (with a focus on anger) and social skills.</p>	<p><u>Going For Goals</u> Motivation and self-awareness.</p>	<p><u>Good To Be Me</u> Self-awareness – feeling good about myself and taking sensible risks.</p>	<p><u>Relationships</u> Feelings within the context of our important relationships including family and friends and teaching loss – whether of a favourite possession, a friend, a family</p>	<p><u>Changes</u> Identifying issues of change and equipping children with an understanding of different types of change, positive and negative, and common human responses to it.</p>

					home, or a loved one.	
RE (linked to core values)	<p><u>The Bible (Stories with a meaning linked to school values)</u></p> <ul style="list-style-type: none">• The man who came back: story of a Leper (kindness and equality)• The Kind stranger (care)• The boys who liked to say no (respect) <p><u>Christmas Story</u></p> <p>Jesus’ Christmas story by Nicholas Allan</p> <p>How is it celebrated around the World?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">• Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.• Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of	<p><u>The Bible (Stories with a meaning linked to school values)</u></p> <ul style="list-style-type: none">• Samson and Delilah (pride)• Big Bags of money (ambition) <p>Learning about another faith – Hinduism</p> <p>Trip to the Mandir in Crawley. Linked to Spring and the festival of Holi</p> <p>What is it like being a Hindu?</p> <p>Origins</p> <p>Place of worship Symbols and beliefs</p> <p>Text</p> <p>Divali (festival of light, summer/winter solstice)</p> <p>Other Celebrations and festivals relevant to the time of year studied - Holi</p> <p>Compare symbols from other faiths (Hindu, Islam, Judaism).</p>	<p><u>The Bible (Stories with a meaning linked to school values)</u></p> <ul style="list-style-type: none">• The two houses (safety)• The Burning Bush (Trust)• God’s friend (happiness)• A jar and a jug (Trust) <p>Be able to reflect upon and consider religious and spiritual feelings, experiences and concepts for example concern, joy and sadness</p> <p><u>Skills</u></p> <ul style="list-style-type: none">• Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry• Find out about and respond with ideas to examples of co-operation between people who are different.			

	<p>wisdom and recognising the traditions from which they come.</p> <ul style="list-style-type: none"> • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<p>Where and how people belong and why it is important</p> <p>Easter – The Easter story</p> <p>How is Easter celebrated around the world?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. 	<ul style="list-style-type: none"> • Find out about questions of right and wrong and begin to express their ideas and opinions in response. • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
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