Class 2 Curriculum Cycle A

<u>Subject</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit Title</u>	Hot and Cold Places	Night's in Shining Armour	The Victorians	All Around the World	Historical Figures	Sand Sculptors
E.A.T Opportunities	<u>Focus</u> Thinking creatively.	<u>Focus</u> Active learning	<u>Focus</u> Explorer learners	<u>Focus</u> Think learners	<u>Focus</u> Explorer learners	Focus Active learning
St Mary's Pupil Passport Experiences.	 Visit to a zoo To make a shelter Learn an instrument	 Play or try a new sport –Archery Create some wild art Play conkers 	 Visit a museum Bird Watching	 Grow vegetables Bake using fruit Cook on a camp fire	 Learn and perform a poem in assembly Road safety 	 Interview a hotelier Complete art using objects from nature
<u>Visit or Visitor</u>	Visit to the zoo. (Blackpool)	Sporting coach or nurse.	Museum	Visitor from Dobbies or Farm.	Treasure Hunt/ Outdoor Orienteering	Blackpool
Lead Subjects	Geography	History	History	Geography	History	History
<u>History</u>		Significant people from History (Florence Nightingale)	Queen Victoria		Black History Unit (Learie Constantine)	The History of the Beach
Geography	Hot and cold areas of the world			Continents and Oceans		
<u>Science</u>	Animals	Humans and Growth	Pla	ants	Everyda	y materials
<u>PSHCE</u>	This area is currently under review.					
Art and Design Technology	Collage	Drawing People	Portraits		Sculpture	
Physical Education	Dance (Rachael) FUNdamentals Multi-Skills	Dance (Rachael) FUNdamentals Ball Skills	Dance (Rachael) FUNdamentals Travelling Skills	Dance (Rachael) Ball Games	Dance (Rachael) Bat and Ball	Dance (Rachael) Athletics
<u>Design</u> <u>Technology</u>	Shelters		Victorian Product	Food		Structures
Music	Hey You!	Christmas Production	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Computing	Unit 1.1 Online Safety & Exploring Purple Mash Unit 2.5 Effective Searching	Unit 2.5 Effective Searching Unit 1.4 Lego Builders	Unit 1.9 Technology Outside of School Unit 1.2 Grouping and Sorting	Unit 1.2 Grouping and Sorting Unit 2.6 Creating Pictures	Unit 1.8 Spreadsheets Unit 1.7 Coding	Unit 1.7 Coding Unit 2.1 Coding

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Unit Title	Hot and Cold Places	Night's in Shining Armour	The Victorians	All Around the World	Historical Figures	Sand Sculptors
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	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>
<u>E.A.T</u>	Thinking creatively.	Active learning	Explorer learners	Think learners	Explorer learners	Active learning
<u>opportunities</u>						
St Mary's Pupil	Visit to a zoo	Play or try a new sport –Archery	Visit a museum	Grow vegetables	Learn and perform a poem in	Interview a hotelier
Passport	To make a shelter	Create some wild art Division laws	Bird Watching	Bake using fruit Cook an a comp fine	assembly	Complete art using objects from
Experiences.	Learn an instrument	Play conkers		Cook on a camp fire	Road safety	nature
					Tananana Harat/Outdoor	
Visit or Visitor	Visit to the zoo (Blackpool)	Sporting coach or nurse	Museum	Visitor from Dobbies or Farm	Treasure Hunt/ Outdoor Orienteering	Blackpool
					Orienteering	
<u>Lead Subject</u>	Geography	History	History	Geography	History	History
		Significant people from History	Queen Victoria		Local Black History Unit	The History of the Beach
		(Florence Nightingale)	Substantive Concept: Childhood		Substantive Concept: Rights,	Substantive Concept: Civilisation
		Substantive Concept: Leadership	Distriction of Control		Justice and Equality	Biolistic and the second
		Disciplinary consent historical	Disciplinary Concept Sources and evidence		Dissiplinary consent historical	Disciplinary concept – change and
		Disciplinary concept- historical significant individual	Similarity and difference		Disciplinary concept- historical significant individual and change.	continuity
<u>History</u>		Significant marriada	Similarity and amerence		significant marriada and enange.	How have seaside towns changed
		How did Florence Nightingale	Using sources and evidence can you		The life of a significant local	over time?
		improve medical care for patients?	find out about life for Victorian		individual from the past who has	
			children. How is it the same? How is		contributed to national	
			it different?		achievements.	
	Hot and cold areas of the world			Continents and Oceans		Seaside Locations (including
						<u>Coastal work)</u>
	Is the weather the same all around			What's it like to live around the		
	the world?			world?		How can we describe seaside
				- identify concernal and daily		towns?
	 identify seasonal and daily weather patterns in the United 			 identify seasonal and daily weather patterns in the United 		use basic geographical
	Kingdom and the location of hot			Kingdom and the location of hot		vocabulary to refer to:
	and cold areas of the world in			and cold areas of the world in		key physical features, including:
	relation to the Equator and the			relation to the Equator and the		beach, cliff, coast, forest, hill,
	North and South Poles			North and South Poles		mountain, sea, ocean, river, soil,
Geography	 understand geographical 			 use world maps, atlases and 		valley, vegetation, season and
<u> ccograpity</u>	similarities and differences			globes to identify the United		weather
	through studying the human and			Kingdom and its countries, as		key human features, including: city,
	physical geography of a small area of the United Kingdom, and			well as the countries, continents and oceans studied at this key		town, village, factory, farm, house, office, port, harbour and shop
	of a small area in a contrasting			stage		 understand geographical
	non-European country			Stage		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

<u>PSHCE</u>	This area is currently under review.					
<u>Science</u>	 Animals To identify and name common animals. To notice that animals have offspring. Basic needs of animals for survival. 	 Human growth To notice that humans have offspring. To understand the basic needs for human growth and survival. 	 Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 		 Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe and compare the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	
Art and Design	 Collage Know that collage material can be chosen to represent rea-life textures. Know that collage materials can be overlapped and overlaid to create texture. Know that we can change paper from 2D to 3D shape by folding, rolling and scrunching. Know that collage materials can be shaped to represent shapes in an image 	 Drawing People Know that drawing tool can be used in a variety of ways to create lines. Know that lines can represent movement in drawings Know that lines can be used to fill shapes to make outlines and to add detail or pattern. (y2) Know that tone means light and dark. Know that we can add tone to a drawing by shading and filling a shape. Know that shading helps make drawn objects look more 3 dimensional (y2) Know that different pencil grades make different tones. (y2) 	 Portraits Know that drawing tool can be used in a variety of ways to create lines. Know that lines can represent movement in drawings Know that lines can be used to fill shapes to make outlines and to add detail or pattern. (y2) Know that tone means light and dark. Know that we can add tone to a drawing by shading and filling a shape. Know that shading helps make drawn objects look more 3 dimensional (y2) Know that different pencil grades make different tones. (y2) 		 Find out how the shape of solid ob be changed by squashing, bending. Sculpture Know that we can change paper from 2D to 3D shape by folding, rolling and scrunching To know that three-dimensional art is called sculpture. Know that pieces of clay can be joined using the 'scratch' and slip technique. Know that clay surfaces can be decorated by pressing into it or by joining pieces. Know that tools can be used to create texture. 	
<u>Design</u> <u>Technology</u>	 Shelters Design a purposeful functional product. Select from and use a range of tools for Cutting and joining. Evaluate their ideas and products 		 Design a Victorian air freshener To design a purposeful, functional and appealing product for themselves and other users based on a design criterion. To select from and use a range of materials and ingredients according to their characteristics. 	Food To design a purposeful, functional and appealing product for themselves and other users based on a design criterion. (Related to food)		 Structures – building a pier Exploring how they can be made stronger, stiffer and more stable.
Physical Education	Dance (Rachael) FUNdamentals Multi-Skills Hey You!	Dance (Rachael) FUNdamentals Ball Skills	Dance (Rachael) FUNdamentals Travelling Skills In The Groove	Dance (Rachael) Ball Games Round and Round	Dance (Rachael) Bat and Ball Your Imagination	Dance (Rachael) Athletics
<u>Music</u>	Themes: How pulse, rhythm and pitch work together. Listening to the additional four songs/pieces in this Unit will	Christmas Production	Theme: How to be in the groove with different styles of music. Listening to the additional four songs/pieces in this Unit will	Themes: Pulse, rhythm and pitch in different styles of music. Listening to the additional four songs/pieces in this Unit will	Themes: Using your imagination. Listening to the additional four songs/pieces in this Unit will support and enrich the children's	Reflect, Rewind and Replay

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support and enrich the children's

support and enrich the children's

understanding of its theme, while

support and enrich the children's