

Class 2 Curriculum Cycle B

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit Title</u>	999	African Explorers	A Trip Back in time	Ramblers	Down by the Cool of the Pool	Famous Faces
<u>E.A.T Opportunities</u>	<u>Focus</u> Think learning	<u>Focus</u> Explore learning	<u>Focus</u> Active learning	<u>Focus</u> Explore learning	<u>Focus</u> Active learning	<u>Focus</u> Think learning
<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> Forage for wild food Find some funky fungi 	<ul style="list-style-type: none"> Play Pooh sticks Go on a wintery adventure Go on a scavenger hunt 	<ul style="list-style-type: none"> Experience a Victorian school day 	<ul style="list-style-type: none"> Fly a kite Explore the outdoors Bring up a butterfly 	<ul style="list-style-type: none"> Go pond dipping Den building Spot a fish 	<ul style="list-style-type: none"> Set up recycling stations in school Eat a picnic in the wild
<u>Visit or Visitor</u>	Fire Brigade visit	Forest School Day Space Day	Past teacher visit	Woodland walk- Rivington	Martin Mere Brockholes Sanctuary	Museum visit
<u>Lead Subjects</u>	History	Geography	History	Geography	Geography	History
<u>History</u>	The Great Fire of London		Life at our school in the past			The Life of Significant Individuals Rosa Parks and Emmeline Pankhurst
<u>Geography</u>		Africa		UK Study including coasts	Fieldwork and Mapping	
<u>Science</u>	Humans		Seasons	Animals	Living things and their habitats	Seasons (continued)
<u>PSHCE</u>	This area is currently under review.					
<u>Art and Design Technology</u>				Drawing	Drawing	
<u>Physical Education</u>	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 Technology</u>	Levers and Mechanisms				Materials and Textiles	
<u>Music</u>	Hands, Feet, Heart	Christmas Production	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
<u>Computing</u>	<u>Unit 1.1 Online Safety & Exploring Purple Mash</u> <u>Unit 1.5 Maze Explorers</u>	<u>Unit 1.5 Maze Explorers</u> <u>Unit 2.4 Questioning</u>	<u>Unit 2.2 Online Safety</u> <u>Unit 1.6 Animated Story Books</u>	<u>Unit 1.6 Animated Story Books</u> <u>Unit 2.7 Making Music</u>	<u>Unit 2.3 Spreadsheets</u> <u>Unit 1.3 Pictograms</u>	<u>Unit 1.3 Pictograms</u> <u>Unit 2.8 Presenting Ideas</u>

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<u>Lead Subject</u>	History	History/Geography	History	Geography	Science/Geography	Science
<u>History</u>	<p>The Great Fire of London</p> <p>Substantive Concept: Civilisation</p> <p>Disciplinary – cause and consequence</p> <p>What caused the great fire of London? What was the consequence on London?</p>	<p>The lives of significant individuals in the past who have contributed to National and international achievements – Christopher Columbus and Neil Armstrong.</p>	<p>Life for children and teachers at our school</p> <p>Substantive Concept: Childhood</p> <p>Disciplinary Concept Sources and evidence Similarity and difference</p> <p>Using sources and evidence can you explain how life has changed for the teachers and children at St Marys Primary School? How is it the same? How is it different?</p>			<p>The Lives of Significant Individuals</p> <p>Substantive Concept: Rights, Justice and Equality</p> <p>Disciplinary concept- historical significant individual</p> <p>How significant were Rosa Parks and Emmeline Pankhurst in helping to develop equality and human rights?</p>

<u>Geography</u>		<u>Africa</u> What’s it like to live in Africa? <ul style="list-style-type: none">Identify the location of hot areas of the world in relation to the Equator.Use basic geographical vocabulary to refer to key physical and human geographical features.To use world maps, atlases and globes to identify countries, continents and oceans.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		<u>UK Study including coasts</u> Is the UK the same everywhere? <ul style="list-style-type: none">To name, locate and identify characteristics of the four countries and capital cities of the U.K. and its surrounding areas.Use basic geographical vocabulary to identify and describe physical and human geographical features.Use the simple compass directions (north, south, east and west) and locational and directional language.use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<u>Fieldwork and Mapping</u> What’s it like to look at our school from the air? <ul style="list-style-type: none">Use basic geographical vocabulary to identify and describe physical and human geographical features.use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stageuse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a mapuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a keyuse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
<u>PSHCE</u>	This area is currently under review.					
<u>Science</u>	<u>Humans</u> <ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each.Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.	<u>Seasons</u> <ul style="list-style-type: none">Observe changes across the four seasonsObserve and describe weather associated with the seasons and how the day length varies.	<u>Animals</u> <ul style="list-style-type: none">Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<u>Living things and their habitats</u> <ul style="list-style-type: none">Explore and compare the differences between things that are living, dead and things that have never been alive.Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats.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.	<u>Seasons (continued)</u> <ul style="list-style-type: none">Observe changes across the four seasonsObserve and describe weather associated with the seasons and how the day length varies.	

<u>Art and Design</u>				<u>Drawing</u> <ul style="list-style-type: none"> • 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) 	<u>Drawing</u> <ul style="list-style-type: none"> • 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) 	
<u>Design Technology</u>	<u>Levers and Mechanisms</u> <ul style="list-style-type: none"> • Design and make a product for a purpose. • Explore and use mechanisms (Levers, sliders, wheels and axels) 				<u>Materials and textiles</u> <ul style="list-style-type: none"> • Select from and use a wide range of materials (textiles) and components to create a puppet to engage a child in a story telling activity. 	
<u>Physical Education</u>	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>Music</u>	<u>Hands, Feet, Heart</u> Theme: South Africa and South African Music Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience. Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.	<u>Christmas Production</u>	<u>I Wanna Play In A Band</u> Themes: Playing together in a band, and Rock music. Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience. Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.	<u>Zootime</u> Themes: Animals and Reggae music. Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience. Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.	<u>Friendship Song</u> Theme: Being friends. Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience. Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.	<u>Reflect, Rewind and Replay</u>

<p>Computing</p>	<p><u>Unit 1.1 Online Safety & Exploring Purple Mash</u></p> <ul style="list-style-type: none"> • To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments. • To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out. <p><u>Unit 1.5 Maze Explorers</u></p> <ul style="list-style-type: none"> • To understand the functionality of the direction keys. • To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of an algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity. • To set challenges for peers. • To access peer challenges set by the teacher as 2Dos. 	<p><u>Unit 1.5 Maze Explorers</u></p> <ul style="list-style-type: none"> • To understand the functionality of the direction keys. • To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of an algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity. • To set challenges for peers. • To access peer challenges set by the teacher as 2Dos. <p><u>Unit 2.4 Questioning</u></p> <ul style="list-style-type: none"> • To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information. 	<p><u>Unit 2.2 Online Safety</u></p> <ul style="list-style-type: none"> • To know how to refine searches using the Search tool. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we should talk to others in an online situation. • To open and send simple online communications in the form of email. • To understand that information put online leaves a digital footprint or trail. • To identify the steps that can be taken to keep personal data and hardware secure. <p><u>Unit 1.6 Animated Story Books</u></p> <ul style="list-style-type: none"> • To introduce e-books and the 2Create a Story tool. • To add animation to a story. • To add sound to a story, including voice recording and music the children have composed. • To work on a more complex story, including adding backgrounds and copying and pasting pages. • To share e-books on a class display board. 	<p><u>Unit 1.6 Animated Story Books</u></p> <ul style="list-style-type: none"> • To introduce e-books and the 2Create a Story tool. • To add animation to a story. • To add sound to a story, including voice recording and music the children have composed. • To work on a more complex story, including adding backgrounds and copying and pasting pages. • To share e-books on a class display board. <p><u>Unit 2.7 Making Music</u></p> <ul style="list-style-type: none"> • To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence. 	<p><u>Unit 2.3 Spreadsheets</u></p> <ul style="list-style-type: none"> • To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. • To learn how to copy and paste in 2Calculate. • To use the totalling tools. • To use a spreadsheet for money calculations. • To use the 2Calculate equals tool to check calculations. • To use 2Calculate to collect data and produce a graph. <p><u>Unit 1.3 Pictograms</u></p> <ul style="list-style-type: none"> • To understand that data can be represented in picture format. • To contribute to a class pictogram. • To use a pictogram to record the results of an experiment. 	<p><u>Unit 1.3 Pictograms</u></p> <ul style="list-style-type: none"> • To understand that data can be represented in picture format. • To contribute to a class pictogram. • To use a pictogram to record the results of an experiment. <p><u>Unit 2.8 Presenting Ideas</u></p> <ul style="list-style-type: none"> • To explore how a story can be presented in different ways. • To make a quiz about a story or class topic. • To make a fact file on a non-fiction topic. • To make a presentation to the class.
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