

Class 2 Curriculum Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	999	African Explorers	A Trip Back in time	Ramblers	Down by the Cool of the Pool	Recycling Robots
E.A.T opportunities	Focus Think learning	Focus Explore learning	Focus Active learning	Focus Explore learning	Focus Active learning	Focus Think learning
St Mary's Pupil Passport experiences.	<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
Visit or Visitor	Fire Brigade visit	Forest School Day Space Day	Past teacher visit	Woodland walk- Rivington	Martin Mere Brockholes Sanctuary	Museum visit
Lead Subjects	History	History/Geography	History	Geography	Science/Geography	Science
History	<ul style="list-style-type: none"> Know about national historical events. Understand historical concepts such as continuity and change, cause and consequence and use them to make connections. Understand the methods of historical enquiry and use historical sources to find out about the past. Use the language of the past. 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to National and international achievements – Christopher Columbus and Neil Armstrong. 	<ul style="list-style-type: none"> Significant events of people and places in their own locality. Develop a chronology of the life of the school and placing this on a time-line alongside other significant historical events the children know about or have learnt about. 			<ul style="list-style-type: none"> Explore rubbish through time and the significant changes in our own life times, which make re-cycling necessary.
Geography		<p>Africa</p> <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. 		<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. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to identify and describe physical and human geographical features. 	
Science	<p>Humans</p> <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. 		<p>Seasons</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies. 	<p>Animals</p> <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) 	<p>Living things and their habitats</p> <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. 	<p>Seasons (continued)</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies.

Art and Design		<p>African Artists</p> <ul style="list-style-type: none"> Explore African pattern, texture and colour and create own art using a range of different techniques. 	<p>Paint & Colour</p> <ul style="list-style-type: none"> Explore colour mixing. Identifying the primary colours and using the primary colour wheel to create secondary colours. Experiment with tones 	<p>Drawing</p> <ul style="list-style-type: none"> Experimenting with mark making in chalk, graphite, pen, pencil to make observational drawings of the school building. 		
Design Technology	<ul style="list-style-type: none"> Design and make a product for a purpose. Explore and use mechanisms (Levers, sliders, wheels and axels) 				<p>Materials and textiles</p> <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. 	<ul style="list-style-type: none"> To make a robot for a story using recycled materials. Select and choose from a range of tools and equipment to perform practical tasks to strengthen, stabilise own product.
Music	<p>Fire Fire!</p> <p><u>Suggested music:</u> London’s Burning) – perform as a round Ritual Fire Dace - Manuel de Falla Music for the Royal Fireworks – Handel Chariots of Fire - Vangelis</p> <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres to create and compose music on their own and with others use their voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Nativity</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs. 	<p>The school where I learn</p> <p><u>Suggested ideas:</u> Charanga Topic Unit :School Go on a sound walk in the school grounds, listen to and record sounds around us and what they mean. Use pre-set sounds on computer equipment to enhance a story. Record sounds and make a composition using non-standard symbols. Make junk musical instruments.</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>The Great Outdoors</p> <p><u>Suggested music:</u> Vivaldi’s Four Seasons</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically 	<p>Wind in the Willows?</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically use their voices expressively and creatively by singing songs 	<p>Robots</p> <p><u>Suggested music:</u> Tchaikovsky’s 4th Symphony ‘Scherzo Pizzicato’ Sacrificial Dance from Igor Stravinsky’s ‘Rite of Spring’ ‘Happy’ by Pharrell Williams ‘Short Ride in a Fast Machine’ by John Adams</p> <ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music. To recall sounds with increasing aural memory. To play tuned and untuned instruments musically.
I.C.T	<p><u>Unit 1.1 Online Safety & Exploring Purple Mash</u> <u>Unit 1.5 Maze Explorers</u></p>	<p><u>Unit 1.5 Maze Explorers</u> <u>Unit 2.4 Questioning</u></p>	<p><u>Unit 2.2 Online Safety</u> <u>Unit 1.6 Animated Story Books</u></p>	<p><u>Unit 1.6 Animated Story Books</u> <u>Unit 2.7 Making Music</u></p>	<p><u>Unit 2.3 Spreadsheets</u> <u>Unit 1.3 Pictograms</u></p>	<p><u>Unit 1.3 Pictograms</u> <u>Unit 2.8 Presenting Ideas</u></p>