

Class 2 Curriculum Cycle A

<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>	Hot and Cold Places	Night’s in Shining Armour	The Victorians	All Around the World	Historical Figures	Sand Sculptors
<u>E.A.T Opportunities</u>	<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	<u>Focus</u> Active learning
<u>St Mary’s Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> • Visit to a zoo • To make a shelter • Learn an instrument 	<ul style="list-style-type: none"> • Play or try a new sport –Archery • Create some wild art • Play conkers 	<ul style="list-style-type: none"> • Visit a museum • Bird Watching 	<ul style="list-style-type: none"> • Grow vegetables • Bake using fruit • Cook on a camp fire 	<ul style="list-style-type: none"> • Learn and perform a poem in assembly • Road safety 	<ul style="list-style-type: none"> • 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
<u>Lead Subjects</u>	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
<u>Geography</u>	Hot and cold areas of the world			Continents and Oceans		
<u>Science</u>	Animals	Humans and Growth	Plants		Everyday materials	
<u>PSHCE</u>	Family and Relationships	Health and Well-Being	Safety and the Changing Body	Citizenship	Economic Well-Being	Transition
<u>Art and Design Technology</u>	Painting	Drawing Marks	Portraits		Sculpture and 3D	
<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>	Structures			Food		Structures
<u>Music</u>	Hey You!	Christmas Production	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
<u>Computing</u>	<u>Unit 1.1 Online Safety & Exploring Purple Mash</u> <u>Unit 2.5 Effective Searching</u>	<u>Unit 2.5 Effective Searching</u> <u>Unit 1.4 Lego Builders</u>	<u>Unit 1.9 Technology Outside of School</u> <u>Unit 1.2 Grouping and Sorting</u>	<u>Unit 1.2 Grouping and Sorting</u> <u>Unit 2.6 Creating Pictures</u>	<u>Unit 1.8 Spreadsheets</u> <u>Unit 1.7 Coding</u>	<u>Unit 1.7 Coding</u> <u>Unit 2.1 Coding</u>

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<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> • Visit to a zoo • To make a shelter • Learn an instrument 	<ul style="list-style-type: none"> • Play or try a new sport –Archery • Create some wild art • Play conkers 	<ul style="list-style-type: none"> • Visit a museum • Bird Watching 	<ul style="list-style-type: none"> • Grow vegetables • Bake using fruit • Cook on a camp fire 	<ul style="list-style-type: none"> • Learn and perform a poem in assembly • Road safety 	<ul style="list-style-type: none"> • 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
<u>Lead Subject</u>	Geography	History	History	Geography	History	History
<u>History</u>		<p>Significant people from History (Florence Nightingale) Substantive Concept: Leadership</p> <p>Disciplinary concept- historical significant individual</p> <p>How did Florence Nightingale improve medical care for patients?</p>	<p>Queen Victoria Substantive Concept: Childhood</p> <p>Disciplinary Concept Sources and evidence Similarity and difference</p> <p>Using sources and evidence can you find out about life for Victorian children. How is it the same? How is it different?</p>		<p>Local Black History Unit Substantive Concept: Rights, Justice and Equality</p> <p>Disciplinary concept- historical significant individual and change.</p> <p>The life of a significant local individual from the past who has contributed to national achievements.</p>	<p>The History of the Beach Substantive Concept: Civilisation</p> <p>Disciplinary concept – change and continuity</p> <p>How have seaside towns changed over time?</p>
<u>Geography</u>	<p><u>Hot and cold areas of the world</u></p> <p>Is the weather the same all around the world?</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • 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><u>Continents and Oceans</u></p> <p>What's it like to live around the world?</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • 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 stage 		<p><u>Seaside Locations (including Coastal work)</u></p> <p>How can we describe seaside towns?</p> <ul style="list-style-type: none"> • 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 • 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>Family and Relationships</u>	<u>Health and Well-Being</u>	<u>Safety and the Changing Body</u>	<u>Citizenship</u>	<u>Economic Well-Being</u>	<u>Transition</u>
<u>PSHCE</u>	<ul style="list-style-type: none"> Understand the need for rules for PSHE lessons. Understand that families can include a range of people. Understand what people like to do with friends and who their own friends are. Describe what people might look like if they are feeling: angry, scared, upset, worried. Understand the skills needed to work together in a group. Understand friendships have problems and ways that these can be overcome. Explain what a stereotype is, why they are incorrect and provide examples. Understand that friendships are not always positive. Understand why manners are important. Understand that not everybody feels the same about a situation. Explain how being friendly can make others feel included. 	<ul style="list-style-type: none"> Use appropriate vocabulary to describe how they feel and recognise what these different feelings might look like and feel like. Describe situations that may provoke certain feelings. Use multiple colours to show how they can feel more than one emotion at a time. Describe how they would feel in a particular situation and understand that not everyone feels the same. Explain how rest and relaxation affects our bodies, including mental functions. Identify scenarios or think of examples where they could use relaxation to help manage difficult emotions. Describe their qualities and strengths. Recognise something they want to get better at. Describe their bedtime routine and why sleep is important. Understand that germs can be spread via our hands and how to wash hands properly. Know the five things they need to do when out in the sun to keep safe. Know people can be allergic to certain things and how to help with an allergic reaction. Understand that there are a range of people who help to keep us healthy. 	<ul style="list-style-type: none"> Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Knowing that a stranger is simply anyone you don't know. Know how to move politely out of a situation that makes them feel uncomfortable and to tell an adult they trust right away. Understand that people do jobs that help keep us safe and what some of those jobs are. Understand how we can help people to keep us safe by behaving in an appropriate way. Understand how to keep safe near roads. Understand how to cross the road carefully with an adult. Understand what goes into or onto the body. Know when to check about substances with an adult. Know the number for the emergency services and know their own address. Know the number to call in an emergency, can select the correct emergency service required and know their own address including postcode. Understand what a secret is and what a surprise is. Understand the difference between a secret and a surprise. Understanding that some physical contact is never acceptable. Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger. Know the name of parts of the body including those of the private parts for their gender. Know the people and organisations we can go to for help if we are concerned about something. Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable. 	<ul style="list-style-type: none"> Understand the rules in the classroom and school and the purpose of these rules. Understand some similarities and differences between themselves and their peers. Understand that we all belong to different groups and can identify some groups they belong to. Understand the roles people have in the local community. Understand what makes a good school environment and how everyone has a responsibility to maintain it. Understand some jobs people do to keep the local environment pleasant. 	<ul style="list-style-type: none"> Describe different ways we can keep money safe. Recognise that different skills are needed for different jobs. <p>Y1 only</p> <ul style="list-style-type: none"> Explain how children might get money. Explain the difference between wants and needs. Explain that banks and building societies are a way of keeping money safe <p>Y2 only</p> <ul style="list-style-type: none"> Explain how adults might get money. Recognise that saving may be necessary to buy the things we want. Consider different elements when choosing a bank account 	<ul style="list-style-type: none"> Understand how skills and strengths have changed during the academic year. Be able to name some emotions associated with change.

<u>Science</u>	<u>Animals</u> <ul style="list-style-type: none">• To identify and name common animals.• To notice that animals have offspring.• Basic needs of animals for survival.	<u>Human growth</u> <ul style="list-style-type: none">• To notice that humans have offspring.• To understand the basic needs for human growth and survival.	<u>Plants</u> <ul style="list-style-type: none">• 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.		<u>Everyday materials</u> <ul style="list-style-type: none">• 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.• Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
	<u>Painting: Colour Splash</u> <ul style="list-style-type: none">• Name the primary colours.• Explore coloured materials to mix secondary colours.• Mix primary colours to make secondary colours.• Apply paint consistently to their printing materials to achieve a print.• Use a range of colours when printing.• Mix five different shades of a secondary colour.• Decorate their hands using a variety of patterns.• Mix secondary colours with confidence to paint a plate.• Describe their finished plates.	<u>Drawing: Make Your Mark</u> <ul style="list-style-type: none">• Show knowledge of the language and literacy to describe lines.• Show control when using string and chalk to draw lines.• Experiment with a range of mark-making techniques, responding appropriately to music.• Colour neatly and carefully, featuring a range of different media and colours.• Apply a range of marks successfully to a drawing.• Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	<u>Drawing: Exploring Line and Shape</u> <ul style="list-style-type: none">• Identify that some shapes are organic.• Connect lines to create shapes.• Use and recognise different types of lines when drawing shapes.• Identify basic shapes in everyday objects and artwork.• Talk about what they like or dislike in a piece of artwork.• Use shapes to draw a face.• Use different pressures to make a colour lighter or darker.• Choose lines and shapes inspired by Brianna McCarthy’s artwork.		<u>Sculpture and 3D: Paper Play</u> <ul style="list-style-type: none">• Roll paper tubes and attach them to a base securely.• Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.• Shape paper strips in a variety of ways to make 3D drawings.• Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.• Create a tree of life sculpture that includes several different techniques for shaping paper.• Work successfully with others, sustaining effort over a time.• Paint with good technique, ensuring good coverage.	<u>Craft and Design: Woven Wonders</u> <ul style="list-style-type: none">• Give an opinion about whether an activity counts as ‘art’.• Listen attentively to a visitor describing their creative interests.• Draw and talk about a remembered experience of making something creative.• Independently choose and measure lengths of wool and join wool sections together.• Adjust their wrapping technique if something doesn’t work well.• Show that they are selecting colours thoughtfully.• Be open to trying out a new skill.• Show that they are choosing materials based on colour, thickness and flexibility.• Show resilience and keep going when things don’t go right the first time.• Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc).• Weave with paper, achieving a mostly accurate pattern of alternating strips.• Describe their own weaving and compare it to Vicuna’s artwork.• Attach things securely to their box loom.• Remember the process needed for weaving and attach some elements in this way.• Discuss the choices they make and what they like about their finished work.

<u>Design Technology</u>	<u>Structures: Baby Bear’s Chair</u> <ul style="list-style-type: none"> Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable. 			<u>Cooking and Nutrition: Balanced Diet</u> <ul style="list-style-type: none"> Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan. 		<u>Structures: Constructing a Windmill</u> <ul style="list-style-type: none"> Follow design criteria to meet the needs of a user. Make a stable structure. Make functioning sails/blades that attach to the supporting structure. Improve their windmill.
<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>Hey You!</u> Themes: How pulse, rhythm and pitch work together. 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, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.	<u>Christmas Production</u>	<u>In The Groove</u> Theme: How to be in the groove with different styles of 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, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.	<u>Round and Round</u> Themes: Pulse, rhythm and pitch in different styles of 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, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.	<u>Your Imagination</u> Themes: Using your imagination. 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, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.	<u>Reflect, Rewind and Replay</u>

<p><u>Computing</u></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 2.5 Effective Searching</u></p> <ul style="list-style-type: none"> • To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet. 	<p><u>Unit 2.5 Effective Searching</u></p> <ul style="list-style-type: none"> • To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet. <p><u>Unit 1.4 Lego Builders</u></p> <ul style="list-style-type: none"> • To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. • To follow and create simple instructions on the computer. • To consider how the order of instructions affects the result. 	<p><u>Unit 1.9 Technology Outside of School</u></p> <ul style="list-style-type: none"> • To walk around the local community and find examples of where technology is used. • To record examples of technology outside school. <p><u>Unit 1.2 Grouping and Sorting</u></p> <ul style="list-style-type: none"> • To sort items using a range of criteria. • To begin to think logically about the steps of a process. • To sort items on the computer using the ‘Grouping’ activities in Purple Mash. • To introduce the term ‘algorithm’ to describe logically following a process. 	<p><u>Unit 1.2 Grouping and Sorting</u></p> <ul style="list-style-type: none"> • To sort items using a range of criteria. • To begin to think logically about the steps of a process. • To sort items on the computer using the ‘Grouping’ activities in Purple Mash. • To introduce the term ‘algorithm’ to describe logically following a process. <p><u>Unit 2.6 Creating Pictures</u></p> <ul style="list-style-type: none"> • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. • To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage. 	<p><u>Unit 1.8 Spreadsheets</u></p> <ul style="list-style-type: none"> • To know what a spreadsheet program looks like. • To locate 2Calculate in Purple Mash. • To enter data into spreadsheet cells. • To use 2Calculate image tools to add clipart to cells. • To use 2Calculate control tools: lock, move cell, speak and count. <p><u>Unit 1.7 Coding</u></p> <ul style="list-style-type: none"> • To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program. 	<p><u>Unit 1.7 Coding</u></p> <ul style="list-style-type: none"> • To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program. <p><u>Unit 2.1 Coding</u></p> <ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs.
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