

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	
<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>	Sculpture and 3D	Painting		Craft and Design		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>	Mechanisms		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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Unit Title	999	African Explorers	A Trip Back in time	Ramblers	Down by the Cool of the Pool	Famous Faces
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 Subject	History	History/Geography	History	Geography	Science/Geography	Science
History	The Great Fire of London Substantive Concept: Civilisation Disciplinary – cause and consequence What caused the great fire of London? What was the consequence on London?	The lives of significant individuals in the past who have contributed to National and international achievements – Christopher Columbus and Neil Armstrong.	Life for children and teachers at our school Substantive Concept: Childhood Disciplinary Concept Sources and evidence Similarity and difference 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?			The Lives of Significant Individuals Substantive Concept: Rights, Justice and Equality Disciplinary concept- historical significant individual How significant were Rosa Parks and Emmeline Pankhurst in helping to develop equality and human rights?
	Geography	Africa 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		UK Study including coasts 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	Fieldwork and Mapping 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 stage• use 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 map• use 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 key• use 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>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 problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Understand that families are all different and they offer each other support but sometimes they can experience problems. Understand how toys can reinforce gender stereotypes. Recognise male and female stereotyped characters. Understand that stereotypes arise from a range of factors, including explaining some which are associated with age. (Y3) Understand that stereotypes about disabilities are usually untrue. (Y4) Understand that what they do and say has an effect on other people. Understand how to show that you are listening and describe what a good listener is. Understand that manners vary in different situations. Understand the similarities and differences there can exist between people and how to show respect for those who are different. Understand that families are all different and that the country people live in can influence these differences. Exploring how loss and change can affect us. 	<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. Recognise and describe what they are good at and what skills they would like to develop. Create a complete ladder detailing achievable steps which work towards their goal. Explain what a growth mindset is and use strategies to help stay calm during the tricky challenges. Understand how physical activity affects their body and knowing it helps to keep their mind healthy too. Describe energetic physical activities that they enjoy. Describe the positive effects of relaxation and know there are different ways to relax. Know how to use breathing exercises to relax. Explain that a healthy diet is when we eat a balance of the right foods and describe some of the consequences that may arise from poor diet choices. State what ingredients they can see on a dish and compare them with the food pyramid. Understand what helps to keep teeth 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. Understand how to keep safe near roads. Understand that there are hazards in houses and how these can be avoided. Understand what goes into or onto the body. Understand ways to keep safe and not get lost as well as steps to take if they do get lost Create a poster with clear information about how to remain safe online; showing what to do if something online makes them feel uncomfortable. Understand that some physical contact is never acceptable. Know the name of parts of the body including those of the private parts for their gender. 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 that different animals need different types of care. Understand some of the needs of babies and young children. Understand that voting is a fair way to make a decision which affects a lot of people. Understand how the school council works. Understand that we can share our opinions on things which matter to us. 	<ul style="list-style-type: none"> Recognise that people make different choices about saving and spending. 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>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 seasons Observe 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. <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>	
<u>Art and Design</u>	<u>Sculpture and 3D: Clay Houses</u> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<u>Painting: Life in Colour</u> <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others’. Describe ideas for developing their collages. Choose materials and tools after trying them out. 		<u>Craft and Design: Map It Out</u> <ul style="list-style-type: none"> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place ‘jigsaw’ pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery. 		<u>Drawing: Understanding Tone and Texture</u> <ul style="list-style-type: none"> Experiment with a range of materials to create marks and tones. Use different pressures and control to make different marks. Describe the texture of objects. Identify how artists use tone. Control shading to show tone. Sketch simple shapes lightly so that changes can be made. Refine a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph.
<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

<p><u>Design Technology</u></p>	<p><u>Mechanisms: Wheels and Axles</u></p> <ul style="list-style-type: none"> • Explain that wheels move because they are attached to an axle. • Recognise that wheels and axles are used in everyday life, not just in cars. • Identify and explain vehicle design flaws using the correct vocabulary. • Design a vehicle that includes functioning wheels, axles and axle holders. • Make a moving vehicle with working wheels and axles. • Explain what must be changed if there are any operational issues. 		<p><u>Mechanisms: Moving Monsters</u></p> <ul style="list-style-type: none"> • Identify the correct terms for levers, linkages and pivots. • Analyse popular toys with the correct terminology. • Create functional linkages that produce the desired input and output motions. • Design monsters suitable for children, which satisfy most of the design criteria. • Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. • Select and assemble materials to create their planned monster features. • Assemble the monster to their linkages without affecting their functionality. 		<p><u>Materials and textiles: Puppets</u></p> <ul style="list-style-type: none"> • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets’ faces together as one. • Decorate a puppet to match their design. 	
<p><u>Music</u></p>	<p><u>Hands, Feet, Heart</u> Theme: South Africa and South African Music</p> <p>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.</p> <p>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.</p>	<p><u>Christmas Production</u></p>	<p><u>I Wanna Play In A Band</u> Themes: Playing together in a band, and Rock music.</p> <p>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.</p> <p>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.</p>	<p><u>Zootime</u> Themes: Animals and Reggae music.</p> <p>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.</p> <p>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.</p>	<p><u>Friendship Song</u> Theme: Being friends.</p> <p>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.</p> <p>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.</p>	<p><u>Reflect, Rewind and Replay</u></p>

<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 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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