

The Banks Road Curriculum

“If we didn’t have a curriculum that developed the basic skills then it would be fair to say that we were failing our children. I think it’s also reasonable to suggest that the curriculum would be a failure if it didn’t instil a desire to learn by producing children who ‘seek out and enjoy challenges.’” (Jonathon Lear: The Monkey Proof Box Curriculum Design for building knowledge, developing creative thinking and promoting independence 2019)

The Banks Road Curriculum is knowledge rich and skills based. These are the key principles which underpin our curriculum:

- We recognise that young children have a short attention span and limited focus beyond their immediate experiences and we aim to develop this through termly themes which focus on central concepts which children use to create meaningful links in their learning. Children are exposed to these themes through a series of ‘components’ which develop both their knowledge of the world (non-fiction) and imagination (fiction).
- We believe that one of the biggest challenges facing our young people when they grow up will be caring for their planet and as such we try to ensure they have many successful opportunities to make a difference to their immediate environment, learn outdoors and care for nature.
- We believe that equality of opportunity is fundamental not just within school but also in wider society and we aim to equip our children with a sense of responsibility to care for and support those less fortunate than themselves. We value diversity and promote positive respectful relationships and open mindedness that encourage our children to do the same.
- We believe that young children need nurturing to develop empathy and compassion for others and consequently PSHE and RE are central threads through our curriculum.
- We believe that a successful Curriculum requires rigour and progression. We use subject based skills progressions to ensure this rigour and progression is present across the curriculum.
- We believe that in the Early Years and Key Stage 1 we have a fundamental responsibility to equip children with the basic skills in reading, writing and maths. Reading and sharing books individually with an adult is a right for all children and it is our responsibility to ensure access to high quality diverse fiction/non-fiction and opportunities to engage in a ‘text rich’ curriculum.

Our Long Term Planning for the Curriculum is organised into termly themes which cover 3 key concepts (composite knowledge). According to the stage of development and age of children these themes are then broken into smaller ‘components’ which allow children to meet the concepts in a variety of meaningful ways. This helps them to make links across subjects and make sense of the world around them. Our Long Term planning includes the National Curriculum Knowledge and Skills Progression for individual subjects to ensure rigour and progression. Finally our Long Term Planning is a working document which also includes practical information that teachers find useful to store centrally including a brief overview of English units of work and an overview of Maths units of work for each term, cultural capital opportunities and key dates for assessment and moderation.

<u>Year 2</u>	Theme 1		Theme 2	Theme 3	Theme 4	Theme 5
Key Concepts (BRILLIANT)	R – Respect yourself, others & the community; L – Learn from your mistakes; N – Never give up; L – Listen & empathy		B- Build your confidence,	R- Respect yourself, others & the community;	B – Build your confidence; I – Improve to be the best that you can be; A – Achieve and enjoy safely R- Respect yourself, others & the community;	T- Together we aim high, A – Achieve and enjoy safely,
Key Question	What can I learn from the past?		What makes the world a better place?			What has changed for me? How do I manage change?
Projects	Values Week Time Travellers		I need a hero Superhero Vehicle- D&T/Science Wonder Woman Wrap- D&T	Street Detectives Outdoor playground Our Locailty	Go Jetters Global Week	Let’s Investigate – Change & Transition
Cultural capital	Victorian Christmas School Christmas traditions and experiences Bonfire Night Walk to school week Harvest Children in Need Christmas Show		Eco club – supporting environmental initiatives across school. E-safety day Chinese New Year Career Day	Easter celebrations & bonnet parade Mother’s Day World Book Day – Frances Stickley Toton trail Poetry Cafe	Global week Clay creator’s Eid al Fitr	YHA and Conkers – end of year celebration Sports day Transition activities Leavers Show Father’s day Camo day RE day
English	Big Write Autumn 1 – Experience recount Diary Writing – Great Fire of London – Write Stuff Non-chronological report – Titanic Investigation Write up – Titanic Big Write Autumn 2 – Newspaper report – Armistice Kings and Queens Victorians Story – My Christmas Star		Eliot the Midnight Superhero Superhero Vehicle instructions First Aid- Recount	David Attenborough/Vanessa Nakote- Auto Biography Prince of Egypt What will you dream of tonight?	Global week- Diary entry, information leaflet The Enormous Crocodile The Lion King Big Cats-Non-Chronological Report Letter to Bispham	Creation Story- Poem If I were in charge of the world Residential recount
Core texts/authors	Tom Percival Kids Choice Tilly & the Time Machine		Nathan Bryon Eliot the Midnight Superhero	Frances Stickley Little People Big Dreams – David Attenborough/Vanessa Nakote	Roald Dahl Text to be chosen	Joseph Coelho Text to be chosen
Maths	Place value and Addition and Subtraction	Addition and Subtraction and Shape	Money, Multiplication & Division	Length & Height, Mass, Capacity and Volume.	Fractions, Time	Position and Direction

Theme 1 – Autumn 1&2 A Journey Through Time, Time Travelling	
KEY CONCEPTS (BRILLIANT):	R – Respect yourself, others & the community; L – Learn from your mistakes; N – Never give up; L – Listen & empathy
KEY QUESTION:	How does the past affect me? How does learning about the past affect me in 2022? Why is the past important? Further questions: How do we learn about the past? What can we learn from the past? Could that happen again?
BOOK HOOK:	Tilly and the Time Machine – Adrian Edmondson
PURPOSE:	Exhibition
HOME PROJECT & PARENTAL ENGAGEMENT:	1 - Create a family history box, staff to upload theirs to Class Dojo 2 – Interview an older member of your family about their life (Sam’s children) Exhibition towards end of Autumn 2

Key focuses	PSHE & P4C		RE
<ul style="list-style-type: none"> Great Fire of London & the Plague Titanic WWI, Armistice & Remembrance Kings & Queens Victorians A history of Nottingham Children’s choice 	Values Week : BRILLIANT BEGINNINGS Families and Close Positive Relationships R1 – R5 - Roles of people, how do we feel cared for, different types of families, common features of family life. Shared Responsibilities L1 – L3 - What rules are and why they are needed, responsibilities for caring for others, things to look after the environment. Communities L4 – L6 Different groups we belong to, roles and responsibilities in the community, how are we the same/different. Safety and ESafety Safe Relationships - R14, R17, R20. How to use the internet - L7 – L9. P4C Sessions Autumn 1: <div> 1 – Input on P4C 2 – P4C Happy classroom 3 – P4C Own stimulus 4 – P4C - Angry (Talking points 5) 5 – P4C – Impact on others (Talking points 6) 6 – P4C – Right and wrong (Talking points 7) 7 – P4C Own stimulus </div> Autumn 2: <div> 1 – P4C War 2 – P4C Anti-bullying week 3 – P4C Titanic, class (incorporate within History session) 4 – P4C - Own stimulus 5 – P4C – E-safety 6 – P4C – Own stimulus </div> November : Anti Bullying Week Managing hurtful behaviour and bullying R10 – R12 Additional provision: Me in the past – family history box		Unit 2.3 What Does It Mean to Belong? Year 2 Christmas Focus – Good news
			Forest School PSHE & Concepts: Respect, L & N – resilience, Teamwork D&T link: To use a range of materials creatively to design and make products; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Science link: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching; 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
Science Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Observing closely, using simple equipment Performing simple tests Skills Based	History Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	Art Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. Skills Based Pupils will be taught to: Understand the basic use of a sketchbook	Design and Technology Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing) Evaluate their ideas against design criteria. Build structures exploring how they can be stronger, stiffer and more stable.

<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables.• Perform simple tests• Communicate their findings in a range of ways and begin to use simple scientific language• Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing)• Use their observations and ideas to suggest answers to questions <p>Focus learning activities: Investigation linked to Titanic - materials, Plague scientific enquiry</p> <p>Key Vocab: See Scientific vocabulary booklet</p>	<p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Sequence artefacts closer together in time.• Describe an experience or event in their lives.• Use common words and phrases relating to the passing of time.• Identify similarities/differences between periods.• Know where all people/events studied fit into a chronological framework.• Recognise why people did things, why events happened and what happened as a result.• Identify differences between ways of life at different times.• Compare 2 versions of a past event.• Discuss reliability of photos/accounts/stories.• Ask and answer questions.• Use a source• Use Year 2 historical language – source, cause, consequence, empathy, time period, chronological, order, historians <p>Key Vocab Recap from Y1: decade, century, history, timeline, memories, opinion Y2: source, cause, consequence, empathy, time period, chronological order, historians</p>	<p>Draw for a sustained period of time Layer different media Show texture and patterns in drawing Mix their own brown Make tints by adding white Make tones by adding black Create textured collages from a variety of media Record and explore ideas from first hand observation, experience and imagination Create a piece of work in response to another artist’s work. Describe how other artists have used colour, pattern and shape. Manipulate clay for a variety of purposes – thumb pots, simple coil pots, models Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials confidently.</p> <p>Focus learning activities: Colour wheel, Great Fire of London background, Cityscape, Harvest Art (Yayoi Kusama), Collage for Brilliant display, wire poppies, clay Christmas trees</p> <p>Key vocab: Artist, tint, shade, layer, collage, colour, patter, shape, observation</p>	<p>Skills Based</p> <ul style="list-style-type: none">• I can measure materials to use in a model or structure.• I can describe some different characteristics of materials.• I can join material in different ways.• I can use joining, folding or rolling to make it stronger.• I can use my own ideas to try to make a product stronger.• I can think of my own idea and plan what to do next.• I can explain what I want to do and describe how I may do it.• I can use knowledge of existing products to produce ideas.• I can use levers/sliders in my work.• I can explain my choices of textile.• I can measure textiles.• I can join textiles together to make a product and explain how I did it.• I can carefully cut textiles to produce accurate pieces. <p>End Product: Woodwork (kite/goal), Time machine (TASC process & lever), Timeline (slider), War memorial (stronger), Xmas puddings - sewing, Xmas pop-up card, woodwork xmas tree</p> <p>Key vocab: Join, slider, lever, TASC, design, make, evaluate, fold, roll</p>
<p>Geography</p> <p>Knowledge Rich name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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</p> <p>Skills Based Name and locate the 4 countries of the United Kingdom. Name capital cities within the UK. Devise simple maps and use and construct basic symbols on a key. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far, left and right to describe location of features and routes on a map.</p> <p>Focused learning: History of Toton, Nottingham Capital Cities, Royal Palaces</p> <p>Key vocab: UK, North, East, South, West, directional language, capital cities,</p>	<p>Computing</p> <p>Knowledge Rich Pupils will be taught to: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Skills Based Pupils will be taught to:</p> <ul style="list-style-type: none">• Use technology safely and respectfully - The child can keep safe and show respect to others while using digital technology.• Keep personal information private - The child can understand that they should not share personal information online.• Identify where to go for help and support when they have concerns about content or contact online - The child can understand what to do if they have concerns about content or contact online.• Use technology purposefully to organise, store and retrieve digital content.• Use technology purposefully to create and manipulate digital content <p>Focus learning activities: E-safety within Values Weeks, Newspaper report – armistice, Creating Content Unit Autumn 2 Key Vocab – Creating content unit - Login, open, save, bold, copy, cut, paste, font, image, insert, underline RE PPT about belonging – symbols/ images in Christianity, Judaism, Sikhism and Islam. Buildings, head ware, leaders and books.</p>	<p>Physical Education</p> <p>Knowledge Rich Throwing and catching</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns. <p>Skills Based</p> <ul style="list-style-type: none">• Can demonstrate basic tactics in a game• Can make in game decisions about space and act on them accordingly• Can pass a ball accurately using a variety of equipment• Can receive a ball using a variety of equipment• Can shoot at a target using a variety of equipment• Can use a variety of equipment correctly and safely• Can pick up and throw a moving ball in one movement• Can run safely with equipment in a range of sport specific ways• Can accurately throw a range of other PE equipment eg quoits, Frisbee• Can accurately throw whilst moving a variety of balls using a range of styles• Can catch a range of other PE equipment eg quoits, Frisbees• Can catch whilst moving a variety of different size and weight balls• Can use different throwing techniques to shoot at targets• Respond appropriately to a variety of stimuli through movement	<p>Music</p> <p>Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Play tuned & untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music. <p>Skills Based Find the pulse and understand it is the heartbeat of the music. Recognise and name two or more instruments they hear. Know rhythm is different to the pulse. Copy and clap back rhythm. Create rhythms. Play G,A,C & Baccurately. Compose a simple melody using C &D. Singing in groups recognising songs have questions and a chorus. Understand rap is spoken word. Recognise the name of some instruments/ voices. Rap and find the pulse. Understand the pitch. Clap and copy rhythms. Sing a rap in time together. Perform and share the song.</p> <p>Focus learning activities: Charanga – Hands, Heart and Feet, Charanga – Ho Ho Ho, Christmas Show Key Vocab: Pop music, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, chant, repeat, rest, sequence, tune/melody Additional provision: Greensleeves; With a Little Help from my Friends; Night Ferry Anna Clyne</p>

	<p>Use technology purposefully to organise, store and retrieve digital content - The child can store, organise and retrieve content on digital devices for a given purpose.</p> <p>Use technology purposefully to create and manipulate digital content - The child can create and edit original content for a given purpose using digital technology.</p>	<ul style="list-style-type: none">• Move with appropriate actions and timing in response to a stimuli• Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression <ul style="list-style-type: none">• Use own ideas to sequence dance• Sequence and remember a short dance• Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo <p>Focus learning activities: Games- Rounders and Cricket Dance- Strictly</p> <p>Key vocab:</p> <p>Additional physical activity/provision: Daily Mile Wake and Shake: Time travelling dance; Kings and Queens</p>	
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Theme 2 – Spring 1 “I need a hero”	
KEY CONCEPTS (BRILLIANT):	R – Respect yourself, others & the community; I – Inspire yourself and others to achieve; T – Together we aim high
KEY QUESTION:	What is a hero? How can we be heroes? What does it take to be a hero? What does it take to be a hero? How do I know someone is a hero? Further questions: How can a hero...? Do heroes need capes? What powers does a superhero need?
BOOK HOOK:	Elliott the midnight superhero
PURPOSE:	Run our own hero workshop (for FS or Y1 children) – sewing, food tech, woodwork, 1 st aid
HOME LEARNING & PARENTAL ENGAGEMENT:	Research and tell us about one of your real life heroes Can parents support our weekly workshops? Does anyone have a special skill?

Key Focuses	PSHE		RE
What is a hero? Special skills First aid Rosa Parks – historical hero Scientific heroes Art – pop art	PSHE: Healthy Schools Week : H4 Why sleep is important, Hygiene Routines H10 People who keep us healthy. Superhero behaviours – looking after ourselves. P4C 1 – P4C Talking Points 1 (exercise) 2- P4C Talking Points 2 (vegetables) 3 – P4C Talking Points 3 (medicines) 4 – P4C Talking Points 4 (being ill) 5 – P4C Sleep Internet safety day – 6th February 2024		RE: Unit 2.1 Leaders - What makes some people inspiring? Behaviour shown by leaders, encounter wise sayings, rules for living – link to commandments. Recipe for living together happily. Consider what makes a leader – behaviour, wisdom, rules for living harmoniously.
			Forest School English link: Build a superhero house making links to <i>Eliot the Midnight Superhero</i> using natural materials. Art link: Andy Goldsworthy: Children should create a repeating pattern with natural materials thinking about what shapes they can make, making links to Math's.
Science Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Skills Based Pupils will be taught to: <ul style="list-style-type: none"> Ask simple questions Recognise that questions can be answered in different ways Measure carefully Perform simple tests Discuss understanding of findings 	History Knowledge Rich <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Skills Based <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Focused learning: Rosa Parks, Vanessa Nakote Key vocab: consequence, effect	Art Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Skills Based Pupils will be taught to: <ul style="list-style-type: none"> Use a variety of techniques including weaving Layer different media Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	Design and Technology Knowledge Rich <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. Skills Based <ul style="list-style-type: none"> I can describe the properties of the ingredients I am using and why it is important to have a varied diet. I can describe “five a day.” I can draw an eat well plate, explaining there are different groups of food. I can say where food comes from, i.e, animals, underground, over ground, etc.

<ul style="list-style-type: none">• Use their observations and ideas to suggest answers to questions• Draw conclusions from a fair test• Improve quality of written conclusions and correct application of scientific language <p>Focus learning activities: Superhero vehicle – ramp, friction, investigation – how can we make it go further/slow it down? Healthy eating</p> <p>Key vocab: See Scientific vocab booklet (sticky knowledge wall)</p>		<p>Focus learning activities: Andy Warhol – Pop Art – within Computing unit, Superhero art – weaving, layering</p> <p>Key vocab: Pop Art, weaving, layering, artist</p>	<ul style="list-style-type: none">• I can describe how food is farmed, home-grown, caught.• I can cut, peel and grate with increasing confidence.• I can explain hygiene and keep a hygienic kitchen.• I can explain my choices of textile.• I can measure textiles.• I can join textiles together to make a product and explain how I did it.• I can carefully cut textiles to produce accurate pieces.• I am beginning to understand how to use wheels and axles.• I can choose suitable materials and explain why they are being used depending on their characteristics.• I can use finishing techniques to make the product look good.• I can describe what went well and not so well with my work.• I can evaluate what I would do differently if I were to do it again and why.• I can judge my work against the design criteria.• I can talk about exiting products considering: use, materials, how they work, audience, how they might be used and express my personal opinion.• I can evaluate how good existing products are. <p>Focus learning activities: Superhero moving vehicle (TASC, wheels, axles), Wonder woman wrap (food), Superhero cape (textiles)</p> <p>Key vocab: textile, wheels, axles, techniques, product, purpose, ingredient, hygiene</p>
<p>Geography</p>	<p>Computing Knowledge Rich</p> <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Skills Based</p> <ul style="list-style-type: none">• Use technology purposefully to organise, store and retrieve digital content - The child can store, organise and retrieve content on digital devices for a given purpose.• Use technology purposefully to create and manipulate digital content - The child can create and edit original content for a given purpose using digital technology. <p>Focus learning activities: Creating content unit – Photo editing, Andy Warhol</p> <p>Key vocab – image, edit, artist, photograph</p>	<p>Physical Education - Gymnastics Knowledge Rich</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Skills Based</p> <ul style="list-style-type: none">• Create a stretched shape and travel in that shape over apparatus• Create a curled shape and travel in that shape over apparatus• Execute a pike shape with correct form and technique• Execute a log roll with correct form and technique• Execute a star shape with correct form and technique• Execute a straight jump with correct form and technique• Create a group balance with 3 people, with all being linked together in some way• Effectively replicate a 5 piece sequence incorporating 4 different components. <p>Focused learning activities: gymnastics</p> <p>Key vocab:</p> <p>Additional physical activity/provision: Daily Mile, Wake and Shake: Superheroes unite</p>	<p>Music-</p> <p>Additional provision: Bolero Ravel, Wild Man Kate Bush, Fanfarra Sergio Mendes</p>

<div>Theme 2 – Spring 2</div> <div>Explore</div> <div>“Street Detectives”</div>	
KEY CONCEPTS (BRILLIANT):	R – Respect yourself, others & the community; I – Inspire yourself and others to achieve; T – Together we aim high
KEY QUESTION:	
BOOK HOOK:	Little People, Big Dreams – Vanessa Nakate, David Attenborough
PURPOSE:	Improving our environment, planning and carrying out project, Career day
HOME LEARNING & PARENTAL ENGAGEMENT:	Set yourself a challenge – how can you make your environment a better place to be? Gardening

Key Focuses	PSHE		RE
Sustainability Our locality Improving our environment	Healthy Lifestyles H1 – 10 good health, sleep, hygiene, people who keep us healthy, dental care. Our locality, our community P4C: 1 – P4C Talking Points 9 Rights & responsibilities 2 – P4C Talking Point 11 How to save the planet 3 – P4C Dental care & health 4 – P4C Own stimulus 5 – P4C E-safety 6 – P4C Own stimulus		Unit 2.4 Story – How and why are some stories important to religions? What can we learn from these stories and from the Torah, The Bible and The Qur’an (The Prophet and the Ants, The Crying Camel) Easter focus: family, community, Palm Sunday, feelings about the new story – needs updating for the new curriculum
			Forest School
			Science link: 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 MRS GREN
Science Knowledge Rich <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats 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. Skills Based <ul style="list-style-type: none"> Observe closely using simple equipment such as thermometers, rain gauges, microscopes, bug viewers, pipettes Measure carefully Perform simple tests Gather and record data to help answer questions using tables, tally charts, drawings Communicate their findings in a range of ways and begin to use simple scientific language 	History		Art Knowledge Rich <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Skills Based <p>Experiment with tools and techniques inc layering, mixing media, scraping through etc Work on a range of scales Create a print using pressing, rolling, rubbing and stamping Use a variety of techniques Create textured collages from a variety of media, create a print using pressing, rolling, rubbing and stamping</p> Focus learning activities: Fran Stickley layered art background, Fairtrade printing, Easter collage
			Design and Technology Knowledge Rich <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Skills Based <ul style="list-style-type: none"> I can use levers or slides in my work. I can use joining, folding or rolling to make it stronger. I can describe my design by using pictures, words and mock ups Focus learning activities: Mother’s day cards, redesigning area of playground, make prototype

<p>Focus learning activities: Materials investigation (outdoor environment); Forest School; Science day/week</p> <p>Key vocab: See Scientific vocab booklet (sticky knowledge wall)</p>			
<p>Geography Knowledge Rich</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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 and locational and directional language 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</p> <p>Skills Based</p> <p>Identify characteristics of the 4 countries. Name, locate and identify characteristics of the seas surrounding the UK. Ask more complex geographical questions and discuss responses. Devise simple maps and use and construct basic symbols on a key. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far, left and right to describe location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of the school and its grounds. Know about some present changes that are happening at school, in the local environment and in the UK. Suggest ideas for improving the school environment.</p> <p>Focus learning activities: UK, our locality, map and fieldwork Toton Trial – map of area, key sites, geog skills, Rachel – Gill’s friend? Redesigning area of playground, Geography day – rotating countries of UK</p>	<p>Computing</p>	<p>Physical Education - Net and Wall Tennis</p> <p>Knowledge Rich</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending. <p>Skills Based</p> <ul style="list-style-type: none">• Can return a ball over a net using suitable parts of the body• Can serve a ball over a net, into a specific area, using suitable parts of the body <p>Additional physical activity/provision: Daily Mile, Wake and Shake:</p>	<p>Music Knowledge Rich</p> <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• 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. Begin to explore and choose and order sounds using the inter-related dimensions of music*.• To use the correct vocabulary <p>Skills Based</p> <ul style="list-style-type: none">• Find the pulse. Recognise some of the instruments.• Play G,F,C• Clap and copy rhythm.• Compose a simple melody using simple rhythms and uuse se as part of the performance. Use F, G and A to compose.• Perform and Share the song. <p>Focus learning activities: Charanga – I wanna play in a band</p> <p>Key vocab Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation</p> <p>Additional provision: Rondo alla Tuca Mozart, Hound Dog Elvis Presley, Baris Gong Kebyar of Pellatan</p>

Theme 4 – Summer 1 “Go Jetters”	
KEY CONCEPTS (BRILLIANT):	B – Build your confidence; I – Improve to be the best that you can be; A – Achieve and enjoy safely; R-Respect yourself, others and your community.
KEY QUESTION:	
BOOK HOOK:	Africa, Amazing Africa; Emmanuel’s Dream
PURPOSE:	Gallery to display/sell art work
HOME LEARNING & PARENTAL ENGAGEMENT:	Research Artists from other continents.

Key Focuses	PSHE		RE
Link to Africa for Global week African culture Lion King, Enormous crocodile Continents – compare & identify hot & cold countries Habitats – plants and animals, why they live/grow where they do Clay creators- Clay Lion	Transition to Junior School PSHE H18 Different feelings H19 Recognising feelings. R24 and R25 Listening playing and working together, talking and sharing opinions Bispham buddies, letters, visit & assembly from Mrs Goetzee P4C: 1 – P4C Talking Points 8 Compromise 2 – P4C Talking Points 17 Aspirations 3 – P4C Talking Points 18 What should I aim for? 4 – P4C Own stimulus 5 – P4C E-safety 6 – P4C Own stimulus		
			Forest School
			Science Link: (Habitats & MRS GREN) 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. Using the animal recording sheet go into the forest school area and fill in the recording sheet in groups. Ask children to explore the Forest School area and choose an animal/minibeast they have found or would expect to find. List their 4 basic needs of survival. Create an environment for their chosen animal.
Science	History	Art	Design and Technology
Knowledge Rich Pupils will be taught to: <ul style="list-style-type: none">explore and compare the differences between things that are living, dead, and things that have never been aliveidentify 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 otheridentify and name a variety of plants and animals in their habitats, including microhabitatsdescribe 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 Skills Based <ul style="list-style-type: none">Communicate their findings in a range of ways and begin to use simple scientific languageClassify a group of things according to a given criteria e.g. deciduous and coniferous treesObserve closely using simple equipment		Knowledge Rich <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Skills Based <ul style="list-style-type: none">Create different tones using light and darkExperiment with line, shape, pattern and colourCreate a print like a designer – design patterns of increasing complexity and repetitionUse a variety of techniques including tie-dying fabric crayonsManipulating clay for a variety of purposesBuild a textured relief tile.Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.Review what they and others have done and say what they think and feel	Knowledge Rich <ul style="list-style-type: none">use the basic principles of a healthy and varied diet to prepare dishesunderstand where food comes from. Skills based <ul style="list-style-type: none">I can describe how food is farmed, home-grown, caught.I can cut, peel and grate with increasing confidence.I can explain hygiene and keep a hygienic kitchen. End Product: Global week food focus

<p>Focus learning activities: Investigation – plants habitats (5 plants, 1 in usual habitat, others in different areas), Habitats, food chains, Global week – measuring weather & comparison</p> <p>Key vocab</p>		<ul style="list-style-type: none">Identify what they might change in their current work or develop in their future work.Make a mosaic. <p>Focused learning: Textured relief tiles, Lion Art, Printing (global week), Landscape and Cityscape Art, African landscape mosaic</p>	
<p>Geography Knowledge Rich</p> <ul style="list-style-type: none">name and locate the world’s seven continents and five oceansunderstand 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 countryidentify 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 Polesuse world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceansuse 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 <p>Skills Based</p> <ul style="list-style-type: none">Name and locate all of the world’s 7 continents and 5 oceans.Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.Identify seasonal and daily weather patterns in the UK.Use basic geographical vocabulary to refer to key features of places.Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. <ul style="list-style-type: none">Focus learning activities: Global Week – contrasting country – non European country specific place <p>Key vocab: 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</p>	<p>Computing Knowledge Rich</p> <ul style="list-style-type: none">understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructionsuse correct vocabulary for computing terminology : laptop, touchpad, save, load, retrieve, programme, algorithm, debug. <p>Skills Based</p> <ul style="list-style-type: none">Create and debug simple programs - The child can create a simple program on screen, correcting any errors.Understand what algorithms areand how algorithms are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions – can program on screen.Create and debug simple programs - The child can create a simple program on screen, correcting any errors.Use logical reasoning to predict the behaviour of simple programs - The child can give logical explanations for what they think a program will do. <p>Focus learning activities: Programming unit - Code.org Within project – finding information</p> <p>Key vocab: algorithm, code, command, debug, program, sequence</p>	<p>Physical Education Striking and fielding Sending and receiving Hockey Knowledge Rich</p> <p>Pupils will be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> <p>Skills Based</p> <p>Pupils will be taught to: Sending and receiving Can dribble a ball using a variety of equipment Can pass a ball accurately using a variety of equipment Can receive a ball using a variety of equipment Can shoot at a target using a variety of equipment Can use a variety of equipment correctly and safely Can run safely with equipment in a range of sport specific ways</p> <ul style="list-style-type: none">Can use a backhand technique to push a moving ball along the floorCan use a forehand technique to push a moving ball along the floor <p>Additional physical activity/provision: Daily Mile Wake and Shake: Waka Waka</p>	<p>Music Knowledge Rich</p> <ul style="list-style-type: none">use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musicallylisten with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music. Begin to explore and choose and order sounds using the inter-related dimensions of music*.To use the correct vocabulary <p>Skills Based</p> <ul style="list-style-type: none">Find the pulse. Recognise some of the instruments.Clap and copy rhythm.Improvise in the lesson and use C.Compose a simple melody using rhythms.Use E and G.Play instruments accurately in time.Perform and share the song. <p>Focused learning activities: Charanga Friendship Song</p> <p>Key vocab Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation</p> <p>Additional provision: Mars The Planets, Runaway Blues Mia Rainey</p>

Theme 5 – Summer 2

“Let’s Investigate!” – Change and transition

KEY CONCEPTS (BRILLIANT):	B – Build your confidence; I – Improve to be the best that you can be; A – Achieve and enjoy safely
KEY QUESTION:	
BOOK HOOK:	
PURPOSE:	Enterprise task/challenge for a year 2 party
HOME LEARNING & PARENTAL ENGAGEMENT:	

Key Focuses	PSHE		RE
Art – watercolour, RE creation story Lets investigate change – Mature plants 15 th June Residential geography map work, pshe pants, prep work, teamwork Change – Bispham, us as we get older, timeline of Banks Road, bodies as we get older, worry box D&T, wellbeing	Week 1 & 2 Residential prep TALKING POINTS : 11 (How do I keep myself safe?) 13 (Do I know my body), 14 (What does private mean) 15 (who can I trust) 16 (Should I keep a secret) – link to Pants rule in preparation for Residential Visit. RSHE lets talk about bodies boundaries consent and respect PANTS- Pantasaurus and power of pants and learning pants rule PANTS- My underpants rule PANTS My body, what I say goes, what does private really mean? Transition: PSHE H18 Different feelings H19 Recognising feelings. R24 and R25 Listening playing and working together, talking and sharing opinions. Transition day, additional visits, buddy visits, parent visits P4C 3 – P4C Talking Point 10 Contribution & fundraising 4 – P4C Talking Points 12 Where could my money come from? 5 – P4C Transition/Change 6 – P4C Transition/Change		Unit 2.2 What do Jewish people believe about God, Creation, Humanity and the Natural World. How do Jewish people show their beliefs and how they belong?
			Forest School
			Science link: Habitats Living Things & Their Habitats 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
Science Knowledge Rich <ul style="list-style-type: none">observe and describe how seeds and bulbs grow into mature plantsfind out and describe how plants need water, light and a suitable temperature to grow and stay healthy Skills Based <ul style="list-style-type: none">Observe closely using simple equipment such as thermometers, rain gauges, microscopes, bug viewers, pipettesMeasure carefullyPerform simple testsKnow how to set up a fair test when appropriateCommunicate their findings in a range of ways and begin to use simple scientific language	History Knowledge Rich <ul style="list-style-type: none">changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Skills Based <ul style="list-style-type: none">Describe an experience or event in their livesUse common words and phrases related to the passing of timeIdentify similarities and differences between periods	Art Knowledge Rich <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Skills Based <p>Pupils will be taught to:</p> <ul style="list-style-type: none">Making tones and tints	Design and Technology Knowledge Rich <ul style="list-style-type: none">select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Skills Based <ul style="list-style-type: none">I can measure materials to use in a model or structure.I can describe some different characteristics of materials.I can join material in different ways.I can use joining, folding or rolling to make it stronger.I can use levers/sliders in my work.I can use my own ideas to try to make a product stronger.

<ul style="list-style-type: none">Discuss understanding of findings using <i>because, if, so, and</i> in line with Yr2 English expectations to articulate their findingsUse their observations and ideas to suggest answers to questionsDraw conclusions from a fair test and explain what has been found outUse writing frameworks to improve quality of written conclusions and correct application of scientific language <p>Key vocab – See scientific vocabulary booklet</p> <p>Focus learning activities – Forest School, Plant diary, Investigation growing plants</p>		<ul style="list-style-type: none">Create a piece of work in response to another artist’s workDescribe how other artists have used colour, pattern and shapeCreate a piece of work in response to another artist’s work.Describe how other artists have used colour, pattern and shape. <p>Focused learning: Link to changes within living memory, Creation story</p>	<ul style="list-style-type: none">I can think of my own idea and plan what to do next.I can explain what I want to do and describe how I may do it.I can use knowledge of existing products to produce ideas.I can use finishing techniques to make my product look good. <p>End Product: Worry boxes (TASC, presentation, sliders, levers, joins)</p>
<p>Geography Knowledge Rich</p> <p>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</p> <p>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.</p> <p>Skills Based</p> <p>Devise simple maps and use and construct basic symbols on a key.</p> <p>Use world maps</p> <p>Use simple compass directions (North, East, South and West) and locational language.</p> <p>Use directional language near, far, left and right to describe location of features and routes on a map.</p> <p>Focus learning activities: Map of new school</p>	<p>Computing Knowledge Rich</p> <ul style="list-style-type: none">use technology purposefully to create, organise, store, manipulate and retrieve digital content<ul style="list-style-type: none">recognise common uses of information technology beyond school <p>Skills Based</p> <ul style="list-style-type: none">Use technology purposefully to organise, store and retrieve digital content.Use technology purposefully to create and manipulate digital content <p>End goal: Create multimedia, picture & animation using https://www.j2e.com/j2data/</p> <p>Key vocab: sequence, animation, audio, image</p>	<p>Physical Education Athletics Knowledge Rich</p> <ul style="list-style-type: none">master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Skills Based</p> <p>Can accelerate from a variety of static positions and explain the differences</p> <p>Can demonstrate the ability to change speed</p> <p>Can hop for distance</p> <p>Can jump from side to side with balance, rhythm and speed</p> <p>Can run/jog at a consistent pace for a few minutes</p> <p>Additional physical activity/provision: Daily Mile, Wake and Shake: Show dances</p>	<p>Music</p> <p>Additional provision: Show songs</p>