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| **Class 2**  **Curriculum Overview**  **Year A** | | | | | | | |
|  | Topic 1  Home Sweet home | | | Topic 2  Dinosaurs | | Topic 3  In the garden | |
| Visit/Event/ Festival |  | | |  | |  | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Walk to school week  Road Safety Week?  Anti-bullying week  Children in Need  Harvest Service  Christmas Service  Visit to URC  Fire Service visit  Longdendale Environmental Centre each Thurs am-  First half term | | | Fairtrade Fortnight  Sport Relief  Mother’s Day  Easter Service   |  | | --- | |  | | | St George’s Day  Father’s Day  Leaver’s Service | |
| Core Subjects | | | | | | | |
| Literacy  Handwriting – throughout all lessons  Discrete lesson 1x per week. | During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will practise giving and receiving instructions with links to numeracy and computing. The children will write their own instructions using bossy verbs for Rosie the hen to direct her around our school and playground. We will also write instructions on how to build a great house for pigs to live in and keep safe! We will write letters to Vivien Westwood and to Father Christmas. The children will write in full sentences with capital letters, full stops, question marks and exclamation marks. We will learn seasons poems by heart and during our science work we will write senses poems.  The children will also have daily phonics, spelling and grammar lessons. They will be working on embedding the phonemes they know and learning new spelling choices, patterns and rules. | | | We will use many different fiction and non fiction texts to explore and research the topic of dinosaurs helping us to become experts. The children will write simple information texts using features of non-fiction to make booklets and posters about dinosaurs.  We will write instructions for a process of making our puppets and dioramas. The children we also have a ‘mystery’ to solve, they will become reporters for the Tintwistle Newspaper and report on what has happened in school. The y will learn about different types of sentences- questions, statements, commands and exclamations. We will build on our work on punctuation using question marks and exclamation marks correctly. The children will create their own stories adding lots of detail to make them interesting and exciting.  We will continue with our daily phonics and spelling and grammar sessions. | |  | |
| Numeracy  **Abacus Scheme** | **Y1 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  Mental multiplication and division  **Geometry: properties of shapes** -Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams  **Geometry: position and direction-** Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units  **Y2 Strands**  Number and place-value  Mental addition and subtraction  Mental multiplication and division  **Geometry:** properties of shapes - Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram  Statistics  **Geometry**: Understand and use terms and vocabulary associated with position, direction and movement;  **Measurement** lengths using uniform units; Begin to measure in centimetres and metres  Fractions, ratio and proportion  Problem solving, reasoning and algebra | | | **Y1 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  Mental multiplication and division  **Geometry:** Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties;  **Measurement** order and name the days of the week and months of the year; recognise and name the seasons  Fractions, ratio and proportion  **Measurement** – time, length  **Y2 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  **Measurement**  **Geometry:** Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes;  **Measurement** Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours  Mental multiplication and division  Fractions, ratio and proportion  **Statistics** - interpret and complete a pictogram or block graph where one block or symbol represents one or two things and use a tally chart;  **Measurement** Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes | | **Y1 Strands**  Number and place value  Mental addition and subtraction (MAS); Problem solving, reasoning and algebra  **Measurement**- Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; Money  Statistics  Mental multiplication and  Fractions, ratio and proportion  **Measurement -** Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks;  **Y2 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  **Measurement/Statistics -**Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml  **Measurement -**Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later | |
| Science  **SEASONS –** ongoing throughout the year – in the appropriate season - Study plant changes/  weather through the seasons.  **LONGDENDALE**  Children will identify & name a variety of common wild & garden plants, including trees. They will name & draw the main parts of a range of plants | **Animals including humans** | | | **Animals including humans** | | **Plants** | |
| **Y1**  During this unit children will name human body parts and senses and compare them with those of common animals. They will draw pictograms using data about differences between children, for example hair colour and discuss the needs of pets. | **Y2**  Children willdiscuss how animals have offspring that grow into adults and think about how they as children have changed since they were babies. We will look at the human life cycle and find out what we and animals need to survive. | | **Y1**  During this topic we will identify and name some common animals of different types – birds, mammals and fish. The children will identify and name animals that are carnivores, herbivores and omnivores. | **Y2**  The children will be introduced to reproduction in animals through the lifecycle of a dinosaur – egg –young- dinosaur and then extended to animals we know about  ***(Link to habitats – and simple food chains)*** | **Y1**  . The children will grow their own flowers and vegetables from seed and harvest the food to eat!  ***(Link to healthy food)*** | **Y2**  Children will observe inside seeds and bulbs and describe how they grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Find seeds in the local env***i***ronment.  ***(Link to healthy food)*** |
| **Materials** | | | **Materials** | | **Living things and their habitats** | |
| Children will explore commonly found materials and describe some of their properties, including whether they are natural or man-made. We will make houses for the 3 little pigs – investigating the best materials. | Children will identify and compare the suitability of some everyday materials for particular uses. We will think about suitable materials for making and those which are unsuitable. | | The children will compare and group together a variety of everyday materials on the basis of their simple physical properties. | We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | We will use our local environment to explore and answer questions about animals in their habitat (minibeasts) | The children will 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 one another. We will also investigate simple food chains. |
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| Foundation Subjects | | | | | | | |
| Art | Our topics will provide the children with opportunities to become equipped with the skills and knowledge to experiment, invent and create their own works of art, craft and design. The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. We will look at the work of a range of artists craft makers and designers –  Self Portraits, Paul Klee, LS Lowry, Monet, Van Gogh, Andy Goldsworthy sculptures, clay fossils- investigating printing and textures. | | | | | | |
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| Design and Technology | All of our topics include a’ design, make and evaluate’ project. Through practical activities the children will be taught the knowledge, understanding and skills needed to engage in these projects. They will have the opportunity to select and use a range of tools and equipment and materials.  Junk model houses- A Street in Tintwistle, design and make our own park, A Vivien Westwood clothes design, Dinosaur dioramas with sliding parts and Dinosaur hand puppets, | | | | | | |
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| Geography | **Locational Knowledge**  This topic will teach children fieldwork and observational skills as they study the geography of our school, the grounds and the key human and physical features of the surrounding environment.  Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! We will plot a route for her and then answer her questions about the unique history of our school and its locality. The children will learn about the countries and their capital cities that make up the UK  **Human and Physical Geography**  Use basic geographical language to refer to human features city, town, village, factory, farm house, port, shop, park  Identify seasonal daily weather patterns in the UK and the cold areas of the world.  **Geographical skills and field work**  Use a map to learn about the UK the four nations and our British Values.  Devise simple maps constructing symbols in a key  Use simple compass directions and directional language to describe the locations of features on the maps. | | | **Place Knowledge**  In this topic the children will develop knowledge about the world.  We will find out how countries were discovered  The children will identify the seven continents and five oceans and discover where dinosaurs were first thought to live/originate from.  **Human and Physical Geography**  Use basic geographical vocabulary to refer to key physical features – ocean, sea, coastweather, volcano, vegetation  **Geographical skills and field work**  Use world maps atlases and globes to identify countries, continents and oceans | | **Locational Knowledge**  **Human and Physical Geography**  **Geographical skills and field work** | |
| History | We will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will learn how we find out about the past using books and the internet. | | | | | | |
|  | We will learn about the ‘then and now’ of Tintwistle ! What has changed, stayed the same?  Learn about the work of the famous artist – LS Lowry and Tintwistle’s very own Vivien Westwood. | | | The children will learn how to place events and animals in chronological order using timelines  They will recognise why events happened and what happened as a result . We will use secondary sources to answer questions about Dinosaurs. | |  | |
| Computing | **E-safety**  Pupils will learn how use technology safely and respectfully, keeping personal information private. The children will learn where to go for help and support if they have concerns about the things they see on the internet. **(link to Lit – posters for e-safety)**  **Programming**  The children will learn how to create and debug simple programs using BeeBot.   * Explore a range of control toys and devices * Follow instructions to move around a course * Create a series instructions to move their peers around a course * Explore outcomes when individual buttons are pressed on a robot * Explore an on screen turtle ( or Bee BOT) navigate it around a course or grid * Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras | | | **Multimedia and word processing**  Pupils will learn how to create dinosaur landscapes using a paint program. The children will use a simple publishing program to create information leaflets all about dinosaurs.   * Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free * Select appropriate images Develop basic editing skills including different presentational features (font size, colour and style * Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. *2create A Story*   **Graphics**   * Use a paint package to create a picture to communicate their ideas * Explore shape, line and colour to communicate a specific idea * Talk about their use of a paint package and their choice of tools | | **Handling data**  As part of our science the children collect information about minibeasts.   * Understand that ICT can create and modify charts quickly and easily * Use pictogram software to represent and interpret simple data * Use a pictogram to create and help answer questions * Create a database to identify minibeasts. | |
| Music | Music will be linked to the topic where appropriate – singing songs, speaking chants and rhymes. Y1 will play a wide range of percussion instruments musically and Y2 will learn how to play the recorder. | | | | | | |
| PE | **Games**  Master basic movements – including running, jumping, throwing and catching – apply in a range of activities  **Dance**  Perform dances using simple movement patterns –  Create and perform own seasons/weather dances  <http://www.bbc.co.uk/programmes/b03g6h59/episodes/guide>  Lets Move – Pavements and parks, Busy streets, British Folk Dance | | | **Gymnastics**  Master basic movements, developing agility and coordination and balance using small and large apparatus - Circus Skills Unit to introduce and embed fundamental skills.  **Dance**  Perform simple dances using movement patterns and sequences. Work with others- partners and small groups to choreograph own dances to perform for others.  Carnival of Animals and Time to Move dance programme- Time of the dinosaurs. | | **Team Games**  Master basic movements and participate in team games developing simple tactics for attacking and defending  **Dance** | |
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| PSHE | **We use SEAL and R-time activities to help the children’s spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.**  Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).  Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.  Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell | | | | | | |
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| RE | **Christianity God/Jesus**   * as love – importance of our families/friends/school community/who am I, my uniqueness. * as a loving parent/teacher/healer * as creator of the world - linked to caring for each other, the community and   the world. Discussing and reflecting on the importance of everything that has been created Celebrating Harvest/Christmas – listening and responding to stories about Jesus. | | | **Judaism**   * Understand that Judaism is a religion and that Jews are the followers of the religion * Recognise special symbols and artefacts – The star of David * Learn about the Torah and understand why it is important. * Listen to stories and lessons from the Torah- The Ten Commandments * Learn about special people- Moses * Find out about special times and festivals * Recognise the Synagogue as a special place for worship. | |  | |