Curry Mallet CofE VC Primary School
Class 2 2019/2020 Yearly Plan

Intent

Aspiration	Life-long learning	Globally responsible	Curiosity

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Project	Explorers: Antarctic	Explorers: Space	WW2	Our Bodies	Olympics
Focus	History/ Geography	Geography	History	Science	History/ Geography
Big question	**Was Francis Drake a pirate, privateer or an explorer?**	**Is there another planet like Earth?**	**How did WW2 affect children's lives? History Focus**	**What mysteries lie beneath our skin?**	**Do the modern Olympic games showcase the values upon which they were first built?**
Celebration of Learning	Make a dossier to prove…	Planetarium with facts inside	WW2 exhibition	Puppet show	Organise a mini Olympics for Class 1
Creative Homework	Make a Tudor Rose	Research about an astronaut, space shuttle or mission	TBC	TBC	TBC
RE	Christianity – What is important to me? AMV	Incarnation (Understanding Christianity)	Salvation (Understanding Christianity)	5 How do we celebrate our journey through life?	
History	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		▪ events beyond living memory that are significant nationally or globally ▪ significant historical events, people and places in their own locality.		▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of	▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	• locate the world's countries, using maps to focus on Europe		▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ locate the world's countries, using maps to focus on Europe

	these aspects have changed over time ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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 the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
Science	**Electricity** ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.	**Light** ▪ recognise that they need light in order to see things and that dark is the absence of light ▪ notice that light is reflected from surfaces ▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.	**Materials** ● 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	**Animals including humans** ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify that animals need the right types of amount of nutrition and that they cannot make their own food so must eat Identify that some animals have skeletons and muscles for support, protection and movement Describe the simple functions of basic parts of the digestive system in humans Identify the different types of teeth in humans and their basic functions

PSHE	JIGSAW Being Me in My World	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
On-line safety	I am kind and responsible EliM planning and assemblies ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		I am safe EliM planning and assemblies ▪ 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.		I am healthy EliM planning and assemblies	
Computing			▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ 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. ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			
Music	▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes	▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Play tuned and untuned instruments musically	▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Listen with concentration and understanding to a range of high-quality live and recorded music	▪ Listen with concentration and understanding to a range of high-quality live and recorded music	▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music	▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music
MFL		▪ listen attentively to spoken language and show understanding by joining in and responding	▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		▪ appreciate stories, songs, poems and rhymes in the language ▪ describe people, places, things and actions orally* and in writing ▪ read carefully and show understanding of words, phrases and simple writing	

Art	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination				▪ to use a range of materials creatively to design and make products ▪ to create sketch books to record their observations and use them to review and revisit ideas
PE	Yoga and Invasion Games /Multi-skills – throwing and catching ▪ use running, jumping, throwing and catching in isolation and in combination ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations	Dance Multi-skills – throwing, catching and aiming Net and wall games ▪ perform dances using a range of movement patterns ▪ use running, jumping, throwing and catching in isolation and in combination ▪ develop flexibility, strength, technique, control and balance ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics Multi-skills- Dribbling, kicking and hitting ▪ use running, jumping, throwing and catching in isolation and in combination ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	OAA – team building Striking and Fielding games; cricket ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪	Athletics Striking and Fielding games; cricket ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
DT	▪ build structures, exploring how they can be made stronger, stiffer and more		▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their			▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for

			ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		example, levers, sliders, wheels and axles], in their products.
	stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		▪ 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 ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria		
Forest School	▪ 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 micro-habitats ▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. take part in outdoor and adventurous activity challenges both individually and within a team				
Educational visits/ visitors and experiences	Class 2: Tudor Workshop Day @ Museum of Somerset	Fire safety talk Road Safety Bristol Aerospace Museum	R4L tent – Anderson Shelter Evacuee Experience workshop @Somerset Rural Life Museum	We the Curious – Brain and Body Theme Day (KS1 and Lower KS2 activities)	