



Curry Mallet CofE VC Primary School Class 2 2020/2021 Yearly Plan

Intent

Aspiration	Life-long learning	Globally responsible	Curiosity
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Term	Autumn	Spring	Summer 1	Summer 2								
Project	Under the Sea		Our Bodies	Olympics								
Focus	Geography/science		Science	History/ Geography								
Big question	What can we find in our unexplored world?		What mysteries lie beneath our skin?	Do the modern Olympic games showcase the values upon which they were first built?								
Celebration of Learning	Class aquarium as if we were under the sea/in a submarine		Puppet show	Organise a mini Olympics for Class 1								
Creative Homework	Educate others on the harmfulness of plastic pollution in the world 's oceans.			Design and create an Olympic mascot								
English	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Story Here we Are – Oliver Jeffers</td> <td style="width: 50%;">Story</td> </tr> <tr> <td>Jack and the Bean stalk</td> <td>Non Fiction</td> </tr> </table>	Story Here we Are – Oliver Jeffers	Story	Jack and the Bean stalk	Non Fiction	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Story</td> <td style="width: 50%;">Story</td> </tr> <tr> <td>Non Fiction</td> <td>Non Fiction</td> </tr> </table>	Story	Story	Non Fiction	Non Fiction	Story Non Fiction	Story Non Fiction
Story Here we Are – Oliver Jeffers	Story											
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Story	Story											
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RE	What do Jewish people believe about Torah?	What do Christians believe about forgiveness? (Easter link) (UC) UC 1.5 Salvation (digging deeper)	What do Christians believe about love? (Agape) (Unit 3) UC 1.4 (Gospel): What is the good news Jesus brings									
History		<ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world 								
Geography	<ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ 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, 			<ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 								

	<p>near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 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 			<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
<p>Science</p>	<p>Working Scientifically During Year 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 		
	<ul style="list-style-type: none"> 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 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. recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Forces and magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Animals including humans</p> <ul style="list-style-type: none"> 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 	

	<ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey. 				<ul style="list-style-type: none"> 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	<p>I am kind and responsible</p> <p>EliM planning and assemblies</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<p>I am safe</p> <p>EliM planning and assemblies</p> <ul style="list-style-type: none"> 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>I am healthy</p> <p>EliM planning and assemblies</p>	
Computing	<p>Pupils should be taught to:</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 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 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<p>Pupils should be taught to:</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 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 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> 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. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing 	<ul style="list-style-type: none"> Listen with concentration and understanding to a 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-

	songs and speaking chants and rhymes	songs and speaking chants and rhymes <ul style="list-style-type: none"> Play tuned and untuned instruments musically 	songs and speaking chants and rhymes <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 	range of high-quality live and recorded music	songs and speaking chants and rhymes <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	related dimensions of music
MFL	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> 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* <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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 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] 	<p>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</p> <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. about great artists, architects and designers in history. 	<p>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.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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 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] 			
PE	<p>Yoga</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Multi-skills – throwing, catching and aiming</p>	<p>Swimming</p> <ul style="list-style-type: none"> 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 	<p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Multi-skills – throwing, catching and aiming</p>	<p>OAA – team building</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team <p>Multi-skills- Dribbling, kicking and hitting</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>Multi-skills – throwing, catching and aiming</p> <ul style="list-style-type: none"> 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. 	<p>Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	<ul style="list-style-type: none"> 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. participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> 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. participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>Striking and Fielding games; cricket</p> <ul style="list-style-type: none"> 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 	<p>Striking and Fielding games; rounders</p> <ul style="list-style-type: none"> 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
DT	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<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 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 explore and evaluate a range of existing products 		

				<ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria
Forest School	<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 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 			