



Curry Mallet CofE VC Primary School

Class 2

Year A Plan

National Curriculum yearly overview of objectives taught

Term	Autumn		Spring		Summer
Project	Heroes – Isambard Kingdom Brunel		Footprints in time – Charles Darwin		Local Study – Magna Carta
Big question	What impact did Isambard Kingdom Brunel have on the world?		What did Darwin discover on his 5-year voyage?		What is the Magna Carta (1215) and why is it still important today?
Creative Homework	Teach the teacher – open homework children can present any interesting information about IBK in any format		Create own Darwin word search using words learnt during the project		Create your own family crest
RE	God/Incarnation: What is it like to follow God?	What Is the Trinity?	Creation: What do Christians learn from the creation story?	What do Jewish people believe about God and the covenant and Torah?	What do Muslim people believe about Islam and Iman?
History	<ul style="list-style-type: none"> significant historical events, people and places in their own locality. 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography	<ul style="list-style-type: none"> 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 these aspects have changed over time use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and

	<ul style="list-style-type: none"> 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>physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
Science	<p>Electricity</p> <ul style="list-style-type: none"> 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 <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Light</p> <ul style="list-style-type: none"> 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 <p>find patterns in the way that the size of shadows change.</p>	<p>Materials</p> <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 	<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. 		
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 See 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 See 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 See EliM planning and assemblies
Computing	<ul style="list-style-type: none"> ▪ create and debug simple programs ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ 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 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. 	<ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ 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. 	<ul style="list-style-type: none"> ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ 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 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 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 songs and speaking chants and rhymes ▪ listen with concentration and understanding to a range of high-quality live and recorded music <p>Pupils are taught to:</p> <ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations 	<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. <p>Pupils are taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.

MFL	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally and in writing 	<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 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<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 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Art	<p>Monet</p> <ul style="list-style-type: none"> to use drawing and painting 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 about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Pupils will be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials about great artists, architects and designers in history. 	<p>Clarice Cliff - clay</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing & sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using texture, 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. <p>Pupils will be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials e.g. clay about great artists, architects and designers in history. 	<p>Pablo Picasso</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing & painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, line, shape, 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. <p>Pupils will be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing & painting about great artists, architects and designers in history.
PE	<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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. use running, jumping, throwing and catching in isolation and in combination 	<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. 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. 	<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. use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,

	<p>Swimming and water safety</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. 	<ul style="list-style-type: none"> 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 perform dances using simple movement patterns. perform dances using a range of movement patterns 	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team
DT	<p>Bridges: When designing and making, pupils should be taught to:</p> <p>Design</p> <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 <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks - joining select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Textiles When designing and making, pupils should be taught to:</p> <p>Design</p> <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 <p>Make</p> <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 - textiles according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes <p>understand where food comes from.</p>	<p>Little pigs house When designing and making, pupils should be taught to:</p> <p>Design</p> <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 <p>Make</p> <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 /use construction materials <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms - levers, sliders in their products. <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes <p>understand where food comes from.</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

English and Maths objectives detailed in separate document