

# Year 2

Subject		Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1			Summer 2			
RE		Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden			To the Ends of the Earth			Dialogue and Encounter			
Maths		Place value (within 10)	Addition & subtraction	Shape	Consolidation	Place value (within 20)	Addition & subtraction (within 20)	Place value (within 50)	Length & height	Mass & volume	Multiplication & division	Fractions	Position and direction	Place value (within 100)	Money	Time	Consolidation
Topic		It's Your Choice How do our choices affect us and the world we live in?				Down Under How does living in Australia compare to the UK?				Oh, I do like to be beside the seaside What features make a good seaside?							
Driver Words		Choices, Health, Well-being, Determination				Compare, Home, Appreciate, Lifestyle				Past, Entertainment, Changes, Environment							
Key Texts		Jack and the Beanstalk <i>Traditional</i>		Jack and the Baked Beanstalk <i>Colin Stimpson</i>		Stories by the same author <i>Michael Morpurgo</i>		Stories linked to Australia		Classical Poems		Flotsam <i>David Wiesner</i>					
History/ Geography		Nurturing Nurse <i>History - Significant People: Florence Nightingale, Mary Seacole and Edith Cavell</i>				Australia <i>Geography - Understand geographical similarities and differences</i>				The Seaside, Past and Present <i>Geography – Key physical and features and key human features</i> <i>History - The seaside in the past</i>							
Science		Staying Healthy <i>Animals, including humans</i>				Habitats Near and Far <i>Living things and their habitat</i>				The Environment Around Us <i>Plants; Uses of everyday materials</i>							
Art		People in Action <i>Sculpture</i>				Aboriginal Art <i>Printing</i>				Seaside Landscape <i>Painting</i>							
Design		Healthy Food Plate <i>Cooking</i>				Brilliant Bridges <i>Structures</i>				Puppet Makers <i>Textiles</i>							
PE		FMS Bounce a Ball		Games Core Task		FMS Kicking a Ball		Net & Wall Games		Games Striking & Fielding		Y2 Athletics					
		Gymnastics Activities		Gymnastics Activities		Dance		Invasion/ Playground Games		Dance		OAA					
Music		Duration A 'Two, Four, Six, Eight...'		Structure 'Jolly Jingles'		Instrumentation 'Happy Families'		Singing 'The Boring Song'		Duration B 'How Does Your Garden Grow?'		Make a Hullabaloo!					
Computing		IT Around Us		Digital Photography		Robot Algorithms		Pictograms		Digital Music		Programming Quizzes					
PSHE	RHE	Created and Loved by God				Created to Love Others				Created to Live in Community							
	Project Evolve	Online Relationships		Online Bullying Online Reputation		Health, Well-being and Lifestyle		Self-image and Identity Copyright and Ownership		Privacy and Security		Managing Online Information					
	Additional	First Aid		Friendship Week		Safer Internet Week						Economic Wellbeing					

# Year 2 - Autumn Term Curriculum

It's Your Choice	
Big Question: How do our choices affect us and the world we live in?	
Curriculum Driver Words:	Choices, Health, Well-being, Determination
Key Texts:	Jack and the Beanstalk ( <i>Traditional</i> ) Jack and the Baked Beanstalk <i>by Colin Stimpson</i>
Genres of Writing:	Instruction Writing, Non-chronological Reports, Twisted Tale
Enrichment Opportunity:	Theatre Visit – Florence Nightingale

Topic Related Subjects
<p><b>History</b></p> <p>Topic: Nurturing Nurses</p> <p>Area of Study: 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 – Florence Nightingale, Mary Seacole and Edith Cavell</p> <p><i>Enquiry Question: How have the actions of others shaped the world today?</i></p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>Florence Nightingale was born in Florence, Italy on 12th May 1820.</li> <li>Florence went to Scutari, where injured soldiers were taken in the Crimean War and helped improve the conditions in the hospital saving lots of lives.</li> <li>She was known as the Lady with the Lamp.</li> <li>She opened a Florence Nightingale training school to train doctors and nurses and wrote books on how to treat patients.</li> <li>Mary Seacole had medical knowledge to help treat injured soldiers with herbs.</li> <li>Mary Seacole made her own way to the Crimea because she was not accepted as part of Florence Nightingale's nursing team.</li> <li>Mary Seacole was from Jamaica. During this time people from other cultures were not treated with respect.</li> <li>People were treated differently in the past because of gender, race or religion.</li> <li>She opened a place called 'The British Hotel' near to the battlefield to treat the wounded. She went onto the Battlefields to treat the wounded.</li> <li>Mary was known as Mother Seacole.</li> <li>Edith Cavell was a nurse in the First World War. She saved soldiers from both sides during the First World War. Edith helped over 200 soldiers escape from the German army.</li> <li><b>Florence highlighted the importance of cleanliness and good hygiene in hospitals.</b></li> </ul> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling about an event</li> <li>Recount changes in my own lifetime</li> <li>Identify some similarities and differences between ways of living in different time periods</li> <li>Sequence events in order of when they happened, using a scale the teacher has given me</li> <li>Use a timeline to place/order important events, objects and significant people</li> <li>Begin to use dates</li> <li>Use words and phrases such as: <i>year 1 + years, decades, centuries, war</i></li> </ul> <p><u>Events, People and Changes</u></p> <ul style="list-style-type: none"> <li>Show they know and understand key features of events and significance of people they have studied</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did</li> <li>Explain why Britain has a special history by naming some famous events and famous people</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Ask questions about the past</li> </ul>

- Ask and answer questions about the past through observing and handling a wider range of sources
- Research a significant person and event using different sources to help

#### Historical Interpretation

- Identify and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums and the internet to find out about the past.
- Select evidence and say how it can be used to find out about the past -discuss its reliability
- Begin to compare two versions of past events
- Begin to use stories and accounts to distinguish between fact and fiction

#### Communication

- Describe objects, people or events in history
- Communicate ideas about people, objects or events from the past by writing, speaking, drawing, role-play or using ICT
- Discuss the best way to present the information
- Show an understanding of historical terms in particular: Explorer, parliament, government, war and remembrance.

### **Science**

Topic: Staying Healthy

Area of Study: Animals, including humans

*Enquiry Question: What do humans and animals need to grow and stay healthy?*

#### Key Knowledge

- Animals, including humans, have offspring that grow into adults
- In humans and some other animals, the offspring will be young that grow into adults
- Some animals lay eggs which hatch into young and grow through stages to adults
- The young of some animals do not look like their parents such as tadpoles and frogs
- All animals, including humans, have these basic needs to survive: food to eat, water to drink, air to breathe, shelter
- To grow into healthy adult animals, including humans, need: good hygiene, exercise, correct types of food, right amounts of foods

#### Animals, including humans

- Find out about and describe the basic needs of animals including humans, for survival (water, food and air)
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### Asking Questions

- Ask simple questions and recognise that they can be answered in different ways

#### Observing and Measuring

- Observe closely and measure using simple equipment
- Identify simple patterns and associations in recorded data

#### Concluding

- Use some scientific words to say what they have seen; digital recordings
- Use their observations and ideas to suggest answers to questions

### **Art**

Topic: People in Action

Area of Study: Drawing and Sculpture

Artist: Keith Haring

*Enquiry Question: How is movement created in art?*

#### Key Knowledge

- Sculpture is three-dimensional art work, created using methods such as modelling, carving or joining.
- Keith Haring was an American graffiti artist who was known for using bold, bright colours and cartoon-like images.
- Graffiti/street art is artwork that is created in a public space, usually without permission.
- At the heart of Haring's work, were his highly symbolic 'figures' – outlines of humans signifying people in modern society.
- Keith Haring also created famous sculptures that can be found across the world.

#### Exploring and Developing Ideas

- Record and explore ideas from first-hand observations
- Ask and answer questions about starting points for their work
- Build up resilience and be confident to try again
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

### Evaluating and Developing Work

- Identify what they might change in their current work or develop in future work

### Drawing

- Control the types of marks made with a variety of media
- Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.
- Continue to investigate textures and produce an expanding range of patterns.

### 3D/Sculpture

- Develop an awareness of the safe and correct ways to use tools and equipment.
- Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc.
- Manipulate malleable materials in a variety of ways including rolling, pinching and kneading
- Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure
- Explore carving as a form of 3D art.
- Demonstrate experience in surface patterns and textures and use them when appropriate.

## **Design and Technology**

Topic: Healthy Food Plate

Area of Study: Cooking and nutrition

*Enquiry Question: Can you create a tasty, healthy dip?*

### Key Knowledge

- Foods from different food groups have different health benefits;
  - Fruit and vegetables – contain vitamins and minerals
  - Carbohydrates – give us energy
  - Proteins – build our muscles
  - Dairy – contains calcium for our bones
- Fats and oils – add fat storage for energy
- The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. We should eat at least 5 portions of fruit and veg a day.
- There are different ways of preparing a variety of ingredients including cutting, grating and peeling.
- It is important to work hygienically when preparing food. We can do this by washing our hands, tying back long hair/wearing a hair covering, cleaning surfaces and equipment before and after use.

### Technical Knowledge and Skills

- Start to use technical vocabulary.

### Cooking and Nutrition

- Cut, peel, grate, chop a range of ingredients.
- Work safely and hygienically.
- Know about the Eat-well Plate.
- Understand where food comes from.

### Design

- Propose more than one idea for their product
- Use ICT to communicate ideas
- Use drawings to record ideas as they are developed
- Add notes to drawings to help explanations

### Make

- Select and name the tools needed to work the materials
- Explain which materials they are using and why

### Discuss

- Decide how existing products do/do not achieve their purpose
- Discuss how closely their finished product meets their own design criteria

## Discrete Subjects

### RE

#### Creation and Covenant

- [Be introduced to the story of creation in Genesis 1, as a prayerful and poetic reflection on God's world and] be able to retell [Genesis 1] in any form. (C&C 2.1)
- Discuss the creation of people and what it means to be 'made in the image of God.' (C&C 2.2)
- Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'. (C&C 2.3)
- Be familiar with the story of Abraham. (C&C 2.4)
- Talk about the covenant God made with Abram. (C&C 2.5)
- Retell the story of the birth of Moses and be able to talk about how he led the Israelites to freedom. (C&C 2.6)

#### Prophecy and Promise

##### Year C – The Gospel of Luke

- Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church (P&P Ph1.1 C)
- Can find Luke's Gospel in the Bible and explain, simply, what the term 'gospel' means. (P&P Ph1.2 C)
- Can name Luke's two volumes and talk about what each volume records. (P&P Ph1.3 C)
- Creatively depict (and explain) Luke's symbol of the calf. (P&P Ph1.4 C)
- Sequence St Luke's account of the infancy of Jesus (as age appropriate) and recognise the significance of an angelic presence. (P&P Ph1.5 C)
- Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. (P&P Ph1.6 C)
- Match the first words of the Hail Mary with the words of the Angel Gabriel (P&P Ph1.7 C)
- Recognise that angels bring God's message and are a sign the Jesus is the Son of God (P&P Ph1.8 C)
- Retell, with increasing detail, one of the religious accounts from the annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. (P&P Ph1.9 C)
- Complete an illustrative/annotated analysis of the birth of Jesus (Lk 2:1-20) (P&P Ph1.10 C)
- Discuss and describe ways in which the birth of Jesus is celebrated today. (P&P Ph1.11 C)

### PE

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FMS – Bounce a Ball

Gymnastics Activities

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Games Core Task

Gymnastics Activities

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### Music

Duration A

'Two, Four, Six, Eight...'

Structure

'Jolly Jingles'

- To know what a chant is
- To know that musical notes are named using the first seven letters of the alphabet
- To understand what beat is
- To learn about the history of cheerleading and know that it is a style of music

- To recall the meaning of timbre
- To recall what lyrics are in a song
- To know what a jingle is and understand its purpose
- To understand what is meant by a 'catchy' tune

<ul style="list-style-type: none"> <li>• To understand that cheerleading is a form of chant that can be spoken or sung</li> <li>• To know what lyrics are in a song</li> <li>• To understand the importance of listening to others when performing in a group</li> <li>• To recall the meaning of the words 'beat' and 'rhythm'</li> <li>• To learn the word 'metre' and know what its musical meaning is</li> <li>• To know what is meant by the 'strong' beat in metre</li> <li>• To recall the meaning of the words texture, tempo and timbre</li> <li>• To know what is meant by a question-and-answer phrase</li> <li>• To understand that sounds are represented by symbols in music</li> <li>• To recall the meaning of the word 'syllable'</li> <li>• To understand that a chant can be sung or spoken and identify the difference between the two</li> <li>• To recall the meaning of dynamic markings, 'f' and 'p'</li> <li>• To know the meaning of the word 'crescendo'</li> </ul>	<ul style="list-style-type: none"> <li>• To know what sound effects are and how they are used</li> <li>• To understand what structure means in the context of music</li> <li>• To know that repetition is an important part of musical structure</li> <li>• To learn about scat as a musical singing style</li> <li>• To compose simple lyrics for a question-and-answer style musical conversation</li> <li>• To know what decrescendo means and that it is the opposite of crescendo</li> <li>• To recall the meaning of texture</li> <li>• To understand the relationship between texture and the number of parts within a piece</li> <li>• To know the meaning of the word 'repetition'</li> <li>• To develop their understanding of pitch</li> </ul>
<b>Computing</b>	
<b>IT Around Us</b>	<b>Digital Photography</b>
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>• Information Technology (IT) includes computers, tablets and things that work with computers. It also includes things like USB sticks, digital cameras and SMART boards.</li> <li>• Information Technology is in lots of important items in our homes and around the world.</li> <li>• IT helps us in lots of different ways in our daily lives.</li> <li>• IT can help make things quicker and easier e.g. barcodes and scanners at the supermarket.</li> <li>• IT can also help to keep us safe e.g. traffic lights.</li> <li>• IT helps us to communicate with one another and have fun! It can connect us to the internet and allow us to play games, share and receive information.</li> <li>• We must use IT carefully in order to keep safe.</li> </ul>	<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>• We can use digital devices to help us take and edit photographs.</li> <li>• Many different digital devices can be used to take photographs, for example: cameras, phones, tablets and webcams.</li> <li>• There are lots of different apps that we can use to edit our photos.</li> <li>• Photos can be edited to improve the quality or effect of the image.</li> <li>• Sometimes it can be hard to tell if a photo is real or has been edited.</li> <li>• People sometimes edit photos in order to make something look better than it is. Sometimes this is done in order to advertise or sell an item.</li> </ul>
<u>Computing Skills</u> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul>	<u>Computing Skills</u> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul>



<u>Computer Systems &amp; Networks</u> <ul style="list-style-type: none"> <li>• Recognise the uses and features of information technology</li> <li>• Identify the uses of information technology in the school</li> <li>• Identify information technology beyond school</li> <li>• Explain how information technology helps us</li> <li>• Explain how to use information technology safely</li> <li>• Recognise that choices are made when using information technology</li> </ul>	<u>Creating Media</u> <ul style="list-style-type: none"> <li>• Use a digital device to take a photograph</li> <li>• Make choices when taking a photograph</li> <li>• Describe what makes a good photograph</li> <li>• Decide how photographs can be improved</li> <li>• Use tools to change an image</li> <li>• Recognise that photos can be changed</li> </ul>
<b>PSHE</b>	
<b>RHE – Created and Loved by God</b>	<b>Project Evolve</b>
<u>Unit 1 – Let the Children Come</u> <ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• God has created us, His children, to know, love and serve Him</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul> <u>Unit 2 – Girls and Boys (My Body)</u> <ul style="list-style-type: none"> <li>• That our bodies are good</li> <li>• The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)</li> <li>• That girls and boys have been created by God to be both similar and different, together making up the richness of the human family</li> </ul> <u>Unit 2 – Clean and Healthy</u> <ul style="list-style-type: none"> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> </ul> <u>Unit 3 – Feeling Inside Out</u> <ul style="list-style-type: none"> <li>• Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> </ul> <u>Unit 3 – Super Susie Gets Angry</u> <ul style="list-style-type: none"> <li>• Simple strategies for managing feelings and maintaining good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul> <u>Unit 4 – The Cycle of Life</u> <ul style="list-style-type: none"> <li>• Learn and appreciate that there are natural life stages from birth to death, and what these are</li> </ul>	<u>Online Relationships</u> <ul style="list-style-type: none"> <li>• Use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school/country)</li> <li>• Give examples of how I might use technology to communicate with others I don't know well</li> </ul> <u>Online Bullying</u> <ul style="list-style-type: none"> <li>• Give examples of bullying behaviour and how it could look online</li> <li>• Understand how bullying can make someone feel</li> <li>• Talk about how someone can/would get help about being bullied online or offline</li> </ul> <u>Online Reputation</u> <ul style="list-style-type: none"> <li>• Explain how information put online about me can last for a long time</li> <li>• Know who to talk to if I think someone has made a mistake about putting something online</li> </ul>

# Year 2 - Spring Term Curriculum

Down Under	
Big Question: How does living in Australia compare to the UK?	
Curriculum Driver Words:	Compare, Home, Appreciate, Lifestyle
Key Texts:	Mudpuddle Farm, Dolphin Boy & The Silver Swan all by Michael Morpurgo Wombat Goes Walkabout by Michael Morpurgo and other stores linked to Australia
Genres of Writing:	Non-chronological Reports, Narrative (animal stories), Letter Writing
Enrichment Opportunity:	Leighton Moss Nature Reserve

Topic Related Subjects
<p><b>Geography</b>  Topic: Australia  Areas of Study: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country; Use basic geographical vocabulary to refer to: key physical features and key human features  <i>Enquiry Question: How does living in Australia compare to the UK?</i></p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>• There are 7 continents – Asia, Africa, North America, South America, Antarctica, Europe, Australia.</li> <li>• There are 5 oceans – Pacific, Atlantic, Indian, Southern, Arctic.</li> <li>• Australia is a continent on the other side of the world from the UK.</li> <li>• There are many world famous human and physical landmarks in Australia.</li> <li>• The weather patterns and seasons in Australia are different from the UK due to its location in the Southern Hemisphere.</li> <li>• Aboriginal people are indigenous to Australia and are closely associated with the Australian outback.</li> <li>• Adelaide is a coastal city located in the south of Australia. It contains human and physical landmarks and there are many cultural things to do.</li> <li>• The Great Barrier Reef is a famous physical feature of Australia, located east of Australia.</li> <li>• Tourists like to visit Australia which has many similarities and differences to the UK.</li> </ul> <p><u>Map Skills &amp; Map Knowledge</u></p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East, West)</li> <li>• Locate and name on a world map and globe the seven continents and five oceans</li> <li>• Locate on a globe and world map the hot and cold countries of the world including the Equator and the North and South Poles</li> <li>• Use and construct basic symbols in a key</li> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>• Carry out a small survey of the school locality</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device</li> <li>• Use basic geographical vocabulary to describe specific local geographical features</li> <li>• North, South, East, West, environment, season, weather, human, physical, beach, forest, mountain, ocean, sea, river, country, capital city, city, town, house, farm, shops</li> </ul> <p><u>Enquiry</u></p> <ul style="list-style-type: none"> <li>• Ask what and where questions to find out more about locality studied</li> <li>• Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search</li> </ul>



- Explore geographical change and difference e.g. seasonal weather and buildings/land use in own and contrasting locality

## Science

Topic: Habitats Near and Far

Area of Study: Living things and their habitat

*Enquiry Question: What do habitats provide to help animals survive?*

### Key Knowledge

- All objects are either living, dead or never been alive
- Living things are plants and animals
- Dead things include plants & animals plus parts of plants and animals that are no longer attached e.g. leaves, twigs, shells and feathers
- An object made of wood is classed as dead
- Objects made from rock, metal & plastic have never been alive
- Animals and plants live in a habitat to which they are suited
- Animals' bodies must have features that allow them to move and find food in their habitat
- Plants' need features/parts that allow them to grow well in their habitat
- The habitat provides the basic needs of the plant or animal – shelter, food and water
- Within a habitat there are microhabitats
- Which animals and plants live in a microhabitat depends on what it is like there (the conditions) e.g. damp or dry, dark or light

### Living Things and 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 micro-habitats
- Describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### Asking Questions

- Ask simple questions and recognise that they can be answered in different ways

### Concluding

- Identify, classify and organise things into groups
- Use some scientific words to say what they have seen, including digital recordings

## Art

Topic: Aboriginal Art

Area of Study: Printing and Painting

*Enquiry Question: How does Art tell a story?*

### Key Knowledge

- Aboriginal art is made by indigenous Australian people.
- It is an expression of people's identity, culture, spirituality and relationship to their country. It tells stories of ceremony and Creation and connects people to ancestors and kin.
- Aboriginal art includes many different kinds of artwork, including dot painting on canvas, bark painting, body painting, batik, wood carving and decorative and wearable arts.
- Australian Aboriginal Art is the oldest, unbroken tradition of art making in the world. Dot painting originated approximately 40 years ago (1971).
- Artists use symbols and metaphors to represent truths, visions, dreams and spirituality.

### Exploring and Developing

- Develop their ideas, try things out and change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

### Evaluating and Developing Work

- Review what they and others have done and say what they think and feel about it
- Describe the differences and similarities between different practices and make links to their own work

### Drawing

- Control the types of marks made with a variety of media

### Painting

- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels, cotton buds.
- Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.
- Demonstrate experience at impressed printing. Drawing into ink, printing from objects.

- Design patterns of increasing complexity and repetition.
- Use equipment and media correctly and be able to produce a clean printed image.

## **DT**

Topic: Brilliant Bridges

Area of Study: Structures

*Enquiry Question: How can we design and build a strong bridge to cross over something?*

### Key Knowledge

- A bridge is a structure that helps people or vehicles cross over something, like water or a road (e.g. Sydney Harbour Bridge crosses Sydney Harbour in Australia).
- Frame structures are made from parts that are joined together, like the skeleton of a building or bridge.
- A wide base or reinforced shapes can make a structure stronger and stop it from falling over.
- Triangular shapes (triangulation) can help make bridges strong and stable.
- Bridges are built using materials that are strong and sometimes flexible, like metal, wood, or stone.
- Joining methods like glue, tape, or paper fasteners can be used to connect parts in a model, but real bridges use bolts, rivets, or welding.

### Technical Knowledge

- Continue to develop use of technical vocabulary
- Join materials in a variety of ways.
- Know some ways of making structures stronger.
- Know how to stiffen some materials.
- Know how to make a simple structure more stable.

### Design

- Propose more than one idea for their product.
- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations

### Make

- Discuss their work as it progresses.
- Select and name the tools needed to work the materials.
- Explain which materials they are using and why.

### Evaluate

- Discuss how closely their finished product meets their own design criteria.

## Discrete Subjects

### RE

#### Galilee to Jerusalem

#### Desert to Garden

#### Year C – The Gospel of Luke

- Recognise a set of Rosary Beads (G2J Ph1.1 C)
- Be able to recite the 'response' to the Hail Mary/the whole Hail Mary (G2J Ph1.2 C)
- Experience praying the Rosary (G2J Ph1.3 C)
- Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the good news of Jesus in the gospels (G2J Ph1.4 C)
- Plot passages in Jesus' journey from Galilee to Jerusalem (G2J Ph1.5C)
- Retell, in any form one of the stories and accounts they have heard recognising these are religious texts from the Gospel of Luke (G2J Ph1.6 C)
- Say what the story of the Good Samaritan teaches about how Christians should live (G2J Ph1.7 C)

#### Year C – The Gospel of Luke

- Recognise the Stations of the Cross as a prayerful reflection on Christ's journey to the cross (D2G Ph1.1 C)
- Correctly sequence the narrative of the last week of Jesus' life from the Gospel of St Luke (D2G Ph1.2 C)
- Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us. (D2G Ph1.3 C)
- Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important. (D2G Ph1.4 C)
- Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness. (D2G Ph1.5C)

### PE

#### Key Knowledge

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### Music

#### Instrumentation 'Happy Families'

- To know how to group instruments according to the materials they are made of
- To know the names of a wider range of percussion instruments
- To know how to correctly play a wider range of percussion instruments
- To know what a concussion instrument is
- To know how the use of instrumentation affects the texture of a piece of music
- To know that different instruments belong to different families
- To know that the four instrument families are called brass, woodwind, strings and percussion
- To know what brass, woodwind and string instruments are and what each family has in common
- To know the names of some orchestral percussion instruments e.g. timpani
- To know the meaning of the word 'refrain'
- To recall the meaning of the term 'rest' in music

#### Singing 'The Boring Song'

- To know that the purpose of a song is usually to get a message across through the lyrics
- To know what a lullaby is
- To know the features of a lullaby
- To recall the meanings of 'crescendo' and 'decrescendo'
- To learn the meanings of the dynamic markings 'mp' and 'pp'
- To understand the meaning of the word 'version'
- To recall the meaning of 'question and answer' in music
- To recall the meaning of the word 'echo'
- To learn the song 'Tongo' and know its backstory
- To recall the four instrument families
- To recall what a 'question and answer' song is
- To learn the song 'Cai Cai Balão' and know its backstory
- To recognise and understand the musical structure in a simple song

<ul style="list-style-type: none"> <li>To know the names of, and recognise some string instruments (specifically guitar, violin, double bass and piano)</li> <li>To know the names of, and recognise some brass instruments (specifically trumpet, trombone and tuba)</li> <li>To recall the meaning of the terms 'texture' and 'structure'</li> <li>To know what the term 'glissando' means</li> <li>To know the names of, and recognise some woodwind instruments (specifically bassoon, flute and recorder)</li> <li>To know the outline history of the flute</li> <li>To know what the word 'solo' means</li> <li>To learn how to assemble and blow a recorder</li> <li>To know the names of and identify some instruments that belong to each instrument family</li> <li>To know how to assemble a recorder</li> <li>To know the names of the three parts of the recorder</li> <li>To know how to play the note 'G'</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use graphic scoring to structure a song</li> <li>To be able to choose appropriate instruments to accompany songs</li> <li>To know the names of the notes used in music notation</li> <li>To know how to read and play simple pitch patterns</li> </ul>
<b>Computing</b>	
<b>Robot Algorithms</b>	<b>Pictograms</b>
<u>Key Knowledge</u>	<u>Key Knowledge</u>
<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>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.</li> </ul> <u>Programming</u> <ul style="list-style-type: none"> <li>Describe a series of instructions as a sequence</li> <li>Explain what happens when we change the order of instructions</li> <li>Use logical reasoning to predict the outcome of a program</li> <li>Explain that programming projects can have code and artwork</li> <li>Design an algorithm</li> <li>Create and debug a program</li> </ul>	<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>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.</li> </ul> <u>Data and Information</u> <ul style="list-style-type: none"> <li>Recognise that we can count and compare objects using tally charts</li> <li>Recognise that objects can be represented as pictures</li> <li>Create a pictogram</li> <li>Select objects by attribute and make comparisons</li> <li>Recognise that people can be described by attributes</li> <li>Explain that we can present information using a computer</li> </ul>
<b>PSHE</b>	
<b>RHE – Created to Love Others</b>	<b>Project Evolve</b>
<u>Unit 1 – God Loves You</u> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships</li> <li>Jesus cared for others and had expectations of them and how they should act</li> </ul>	<u>Health, Wellbeing and Lifestyle</u> <ul style="list-style-type: none"> <li>Explain simple guidance for using technology in different environments and settings</li> <li>Say how those rules/guides can help me</li> </ul> <u>Self-Image and Identity</u>

<ul style="list-style-type: none"> <li>• We should love other people in the same way God loves us</li> </ul> <p><u>Unit 2 – Treat Others Well...</u></p> <ul style="list-style-type: none"> <li>• We are part of God’s family</li> <li>• Saying sorry is important and can mend friendships</li> <li>• Jesus cared for others and had expectations of them and how they should act</li> <li>• We should love other people in the same way God loves us</li> </ul> <p><u>Unit 2 – ...and Say Sorry</u></p> <ul style="list-style-type: none"> <li>• To recognise when they have been unkind and say sorry</li> <li>• To recognise when people are being unkind to them and others and how to respond</li> <li>• That when we are unkind to others, we hurt God also and should say sorry to Him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul> <p><u>Unit 4 – Good Secrets and Bad Secrets</u></p> <ul style="list-style-type: none"> <li>• To recognise when they have been unkind and say sorry</li> <li>• To recognise when people are being unkind to them and others and how to respond</li> <li>• That when we are unkind to others, we hurt God also and should say sorry to Him as well</li> <li>• <u>That we should forgive like Jesus forgives</u></li> </ul> <p><u>Unit 4 – Physical Contact</u></p> <ul style="list-style-type: none"> <li>• To know that they are entitled to bodily privacy.</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</li> </ul> <p><u>Unit 4 – Harmful Substances</u></p> <ul style="list-style-type: none"> <li>• Medicines are drugs, but not all drugs are good for us.</li> <li>• Alcohol and tobacco are harmful substances.</li> <li>• Our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how other people’s identity online can be different to their identity in real life</li> <li>• Describe ways in which people might make themselves look different online</li> <li>• Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help</li> </ul> <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> <li>• Describe why other people’s work belongs to them</li> <li>• Recognise that content on the internet may belong to other people</li> </ul>
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# Year 2 - Summer Term Curriculum

## Oh, I do like to be beside the seaside

Big Question: Why did people visit the seaside in the past and why do we visit now?

Curriculum Driver Words:	Past, Entertainment, Changes, Environment
Key Texts:	The Wind in the Willows by Kenneth Grahame The Owl and the Pussy Cat by Edward Lear Flotsam by David Wiesner
Genres of Writing:	Classic Poems, Seaside-themed Poems, Explanation Texts, Classic Story Ending
Enrichment Opportunity:	Beach School – Fylde Council

## Topic Related Subjects

### History

Topic: The Seaside Past and Present

Area of Study: Changes within living memory, where appropriate these should be used to reveal aspects of change in national life – seaside holidays in the past; Significant events, people and places in their own locality

*Enquiry Question: How was visiting the seaside in the past similar and different?*

#### Key Knowledge

- Rail travel made it cheaper and easier for people to travel which made going to the seaside on holiday more popular.
- Holidays in the past were often health related. Seaside air and water were thought to have healing properties.
- There are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment.
- People got changed in bathing machines as it was seen as rude to show any parts of the body. This led to the creation of beach huts which are still seen in many seaside towns today.
- Some entertainment such as donkey rides, carousels on the pier and Punch and Judy shows are still popular today.
- **People still enjoy visiting the seaside today but the invention of the aeroplane means that travel abroad to the seaside is also popular.**

#### Chronological Understanding

- Understand and use the words past and present when telling about an event
- Recount changes in my own lifetime
- Identify some similarities and differences between ways of living in different time periods

#### Events, People and Changes

- Recognise that their own lives are different from the lives of people in the past
- Explain how the local area was different in the past

#### Historical Enquiry

- Identify different ways the past is represented
- Ask questions about the past
- Ask and answer questions about the past through observing and handling a wider range of sources

#### Historical Interpretation

- Identify and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums and the internet to find out about the past
- Begin to use stories and accounts to distinguish between fact and fiction

#### Communication

- Communicate ideas about people, objects or events from the past by writing, speaking, drawing, role-play or using ICT.
- Discuss the best way to present the information

### Geography

Topic: The Seaside Past and Present



**Area of Study:** Use basic geographical vocabulary to refer to: key physical features and key human features

**Enquiry Question:** *What features of the seaside make it a desirable place to visit?*

Key Knowledge

- The seaside has human and physical features and I can identify these.
- Seasides are areas located at some points where the land meets the sea.
- The seaside is a popular place for tourists to visit and this is due to the human and physical features of the area.
- The weather can differ between inland and coastal locations.
- People who live near the coast are glad of sea defences to help protect their homes and local areas.
- An aerial photo can be used to recognise landmarks and basic human and physical features.
- There are lots of coasts within the United Kingdom, many of which are popular for tourists.
- Blackpool is the nearest coast to where we live.

Map Knowledge and Skills

- Follow a route on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Explore digital maps including zoom facility to control changes in detail
- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) including labels

Field Work

- Use observational skills to describe and investigate a familiar locality
- Use a pro-forma to collect data e.g. tally survey
- Sketch a simple fieldwork map or plan
- Use a digital device in the field to record what is seen or heard

Communication

- Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device
- Use basic geographical vocabulary to describe specific local geographical features
- North, South, East, West, environment, season, weather, human, physical, beach, forest, mountain, ocean, sea, river, country, capital city, city, town, house, farm, shops
- Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right

Enquiry

- Ask what and where questions to find out more about locality studied
- Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search

**Science**

**Topic:** The Environment Around Us

**Area of Study:** Plants

**Enquiry Question:** *How do plants change as they grow?*

Key Knowledge - Plants

- Plant grow at different speeds from seeds or bulbs
- Seeds germinate, grow into seedlings then continue to grow into mature plants
- Flowers on plants develop into seeds, berries or fruits
- Seeds/bulbs need to be planted outside at particular times of year
- Some plants are better suited to growing in full sun and some grow better in partial or full shade
- Plants also need different amounts of water and space to grow well and stay healthy

Plants

- Observe and describe how seeds and bulbs grow into mature plants

**Area of Study:** Uses of everyday materials

**Enquiry Question:** *What makes a material suitable to use at the seaside?*

Key Knowledge - Materials

- All objects are made from one or more materials
- Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting
- The material an object is made from is chosen because it has suitable properties for the task

Materials

- Identify and compare the suitability of a variety of everyday materials, including

<ul style="list-style-type: none"> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><u>Asking Questions</u></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> </ul> <p><u>Observing and Measuring</u></p> <ul style="list-style-type: none"> <li>Observe closely and measure using simple equipment</li> <li>Perform simple tests and explain why it might not be fair to compare two things</li> </ul> <p><u>Recording and Presenting</u></p> <ul style="list-style-type: none"> <li>Gather and record data in simple tables using ICT to help in answering questions</li> </ul> <p><u>Concluding</u></p> <ul style="list-style-type: none"> <li>Identify, classify and organise things into groups</li> <li>Use their observations and ideas to suggest answers to questions</li> </ul>	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><u>Asking Questions</u></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> </ul> <p><u>Observing and Measuring</u></p> <ul style="list-style-type: none"> <li>Perform simple tests and explain why it might not be fair to compare two things</li> </ul> <p><u>Recording and Presenting</u></p> <ul style="list-style-type: none"> <li>Gather and record data in simple tables using ICT to help in answering questions</li> </ul> <p><u>Concluding</u></p> <ul style="list-style-type: none"> <li>Identify, classify and organise things into groups</li> <li>Use some scientific words to say what they have seen, including using digital recordings</li> </ul>
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## Art

Topic: Seaside Landscape

Area of Study: Painting

Artist: Lynette Amelie

*Enquiry Question: How can the mood of a landscape be altered?*

### Key Knowledge

- Lynette Amelie is an artist who specialises in seaside art. She is known for her paintings of beach huts, lighthouses and fishing boats.
- Lynette lives by the sea (in Sandgate, Kent). She is inspired by her surroundings to create paintings of beaches and seaside scenes.
- Lynette enjoys using watercolours to create brightly coloured paintings.
- Landscape art is the depiction of natural scenery such as mountains, valleys, rivers, forests or beaches.
- Primary and secondary colours can be represented using a colour wheel.
- Adding white to colours creates tints. Adding black to colours creates shades.
- Different types of paints and paintbrushes can be used to create different effects (e.g. washes/blocking).

### Exploring and Developing Ideas

- Record and explore ideas from first-hand observations
- Ask and answer questions about starting points for their work
- Develop their ideas, try things out and change their minds
- Build up resilience and be confident to try again
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

### Evaluating and Developing Work

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Describe the differences and similarities between different practices and make links to their own work

### Drawing

- Control the types of marks made with a variety of media
- Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.
- Use three different grades of pencil (4B, 8B, HB).
- Continue to investigate textures and produce an expanding range of patterns.
- Use a viewfinder to focus on a specific part of an artefact before drawing it.

### Painting

- Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture.
- Mix paint to create all the secondary colours and predict the outcomes.
- Continue to experiment in lightening and darkening without the use of black or white.
- Begin to mix colour tints and shades.
- Store information on colour mixing, the colour wheel and colour spectrums.

## DT

Topic: Puppet Makers

Area of Study: Textiles

*Enquiry Question: How can we design and make a puppet to use in a seaside puppet show?*

### Key Knowledge

- A puppet is a character you can move and use to tell a story.
- Puppets were used in seaside shows in the past, like Punch and Judy, to entertain families at the beach.
- A template is a shape or pattern you can draw around to help make sure all your pieces are the same size.
- Sewing materials together makes a stronger join than gluing or pinning.
- A running stitch is a simple type of sewing where the needle goes in and out of the fabric in a straight line.
- It is important to tie a knot at the end of your sewing to stop it coming undone.
- You can decorate your puppet using embellishments like buttons, felt pieces, or fabric shapes to add character and detail.

### Technical Knowledge & Skills

- Continue to develop use of technical vocabulary
- Cut out shapes which have been created by drawing round a template
- Decorate using a variety of techniques
- Learn how to thread a needle
- Join materials using simple stitches
- Learn how to sew a button onto a piece of felt or fabric

### Design

- Propose more than one idea for their product.
- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations

### Make

- Discuss their work as it progresses.
- Select and name the tools needed to work the materials.
- Explain which materials they are using and why.

### Evaluate

- Decide how existing products do/do not achieve their purpose.
- Discuss how closely their finished product meets their own design criteria.

## Discrete Subjects

### RE

#### To the Ends of the Earth

##### Key Knowledge

- Pentecost is when the Holy Spirit descended upon the disciples.
- The Holy Spirit came as wind and flames.
- When they were filled with the Holy Spirit, the disciples were able to speak in different languages.
- The Holy Spirit opens our hearts to God and helps us to pray.
- The fruits of the Spirit are found in St Paul's letter to the Galatians.
- The fruits of the Spirit are love, joy, patience, kindness, peace, generosity and self-control.
- St Paul was also known as Saul-he hunted Christians.
- St Paul converted to Christianity.
- St Paul told people about Jesus and he wrote many letters.

#### Dialogue and Encounter

##### Key Knowledge

- To understand what it means to be a neighbour to others and to know 'Who is my neighbour?' (briefly revisit Good Samaritan)
- To know about the work of local groups-SVP, Food banks, Catholic Children's Society, Metanoia
- To know about the global works of some charities-Missio and Mary's Meals. Our Parish support for Kalomo.
- To recognise that helping others across the world unites us in Christ.
- To understand the commandment 'Keep holy the Sabbath day'.
- To know that lighting the candles marks the start of the Sabbath and blessing the meal is for thanksgiving.
- To know the features of a synagogue-the Torah scrolls, the Ark, the Bimah, the Ner Tamid (light)-and note the similarities with the church
- To know that Hebrew is the language of the Jewish scriptures and recognise key words such as Shabbat, Shalom, Mitzvah.

- Know about the events at Pentecost. (EoE 2.1)
- Recognise that Christians believe the Holy Spirit opens their hearts to God, helps them to pray and develop habits of good behaviour towards themselves and other people. (EoE 2.2)
- Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22) and name the fruits of the Holy Spirit. (EoE 2.3)
- Make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives. (EoE 2.4)
- Retell the story of the Conversion of Saul. (EoE 2.5)
- Recognise that St Paul wrote letters. (EoE 2.6)

- Understand the key message of the parable of the Good Samaritan (Luke 10:25-37)
- Learn about the concept of "neighbour" and what it means to be a neighbour to others
- Recognise that Jesus wants us to show compassion to everyone, regardless of differences
- Reflect on how we can live out the message of the Good Samaritan in everyday life
- Know that Christians should work together to serve and help others
- Explore how local Christians work together to support the community
- Explore the role of Christian charities (working in other countries)
- Understand the Christian duty to love and serve our neighbour beyond the local community
- Understand the importance of the Sabbath in Jewish life
- Recognise how keeping the Sabbath holy is celebrated in Jewish homes and synagogues
- Learn about the significance of Hebrew as the language of the Torah
- Recognise some Jewish religious words, such as Shabbat, in Hebrew

### PE

##### Key Knowledge

#### PE PASSPORT SCHEME

- Games Net and Wall
- Games Striking and Fielding
- The Great Outdoors

#### Fundamental Movement Skills Assessment

### Music

Duration B 'How Does Your Garden Grow?'	Make a Hullabaloo!
<ul style="list-style-type: none"> <li>To recall the meaning of the word 'echo'</li> <li>To know that a crotchet note is a one beat note</li> <li>To know that a crotchet rest is a one beat rest</li> <li>To know how to draw a crotchet</li> <li>To know how to draw a crotchet rest</li> <li>To know that a pair of quavers are equal in value to a crotchet (one beat)</li> <li>To know how to draw a pair of quavers</li> <li>To recall and identify the notes B, A and G on a single pitch line</li> <li>To know how to compose and notate three beat rhythm patterns</li> <li>To learn the song, 'Mary, Mary Quite Contrary'</li> <li>To recall the meaning of the dynamic terms 'crescendo' and 'decrescendo'</li> <li>To know how many syllables are in words</li> <li>To understand the relationship between syllables and sounds</li> <li>To recall the symbols for crotchets, quavers and crotchet rests</li> <li>To know how to play crotchets and quavers on a single note on the recorder</li> <li>To begin to learn about how memory works, specifically auditory memory</li> <li>To know how to play the notes G, A and B on the recorder</li> <li>To learn the meaning of the word 'improvise'</li> <li>To know the meaning of the word 'compose'</li> </ul>	<ul style="list-style-type: none"> <li>To recall the meaning of the term 'graphic score'</li> <li>To learn what a metronome is</li> <li>To understand what is meant by 'double time'</li> <li>To recap on the meaning of 'metre' and 'strong beat'</li> <li>To know how to use dynamics and texture appropriately to achieve a desired effect in composition</li> <li>To know the meaning of the word 'soundscape'</li> <li>To recall the meaning of 'question and answer' phrases</li> <li>To know that Audacity is free software that is used for recording sound onto a computer</li> <li>To know how to use Audacity to record and manipulate sounds, changing speed, pitch and adding echo</li> <li>To know what the word 'improvise' means</li> <li>To recall the meaning of 'auditory memory'</li> <li>To understand how the use of texture, timbre and tempo affects a piece of music</li> <li>To know the importance of listening to timbre when choosing an instrument to represent a sound</li> <li>To recall the meaning of 'metre'</li> <li>To know what the term 'playing by ear' means</li> <li>To know how to play the note C on the recorder</li> </ul>
Computing	
Digital Music	Programming Quizzes
<u>Key Knowledge</u>	<u>Key Knowledge</u>
<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <u>Creating Media</u> <ul style="list-style-type: none"> <li>Say how music can make us feel</li> <li>Identify that there are patterns in music</li> <li>Experiment with sound using a computer</li> <li>Use a computer to create a musical pattern</li> <li>Create music for a purpose</li> <li>Review and refine computer work</li> </ul>	<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <u>Programming</u> <ul style="list-style-type: none"> <li>Explain that a sequence of commands has a start</li> <li>Explain that a sequence of commands has an outcome</li> <li>Create a program using a given design</li> <li>Change a given design</li> <li>Create a program using own design</li> <li>Decide how my own project can be improved</li> </ul>
PSHE	

RHE – Created to Live in Community	Project Evolve
<u>Unit 1 – Three in One</u> <ul style="list-style-type: none"> <li>• God is love: Father, Son and Holy Spirit</li> <li>• Being made in His image means being called to be loved and to love others</li> </ul> <u>Unit 1 – Who is My Neighbour?</u> <ul style="list-style-type: none"> <li>• To know what a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus’ teaching on neighbours</li> </ul> <u>Unit 2 – The Communities We Live In</u> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• About what harms and what improves the world in which we live</li> </ul>	<u>Privacy and Security</u> <ul style="list-style-type: none"> <li>• Describe why other people’s work belongs to them</li> <li>• Recognise that content on the internet may belong to other people</li> </ul> <u>Managing Online Information</u> <ul style="list-style-type: none"> <li>• Use keywords in search engines</li> <li>• Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)</li> <li>• Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri)</li> <li>• Explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’</li> <li>• Explain why some information I find online may not be true</li> </ul>