

**Year 2**



**Programs of Study**

# Term 1- Rumble in the Jungle

## Science

### Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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

Topic	Program of Study	Subject Knowledge	Vocabulary
Rumble in the Jungle	<p><b>Plants</b></p> <p><b>National Curriculum:</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>CLA Program of Study:</b></p> <p><b>What do Plants Need?</b></p> <ul style="list-style-type: none"> <li>• Understand that plants need sunlight, air, water and soil to grow.</li> <li>• Understand that plants make their own food through the process of photosynthesis.</li> </ul> <p><b>Plant Life Cycle</b></p> <ul style="list-style-type: none"> <li>• All plants have a life cycle that includes a seed, a seedling, and a full-grown plant.</li> <li>• The scattering of seeds from a parent plant is called seed dispersal.</li> </ul>	<p><b>Plants</b></p> <p>There are many kinds of plants, but they all share a similar structure. The main parts of a plant are roots, stems, leaves and flowers. Roots anchor the plant in the soil and absorb water and minerals. Stems keep the plant upright by supporting the leaves, flowers and fruit. They also transport water and nutrients. Leaves make food for the plant through the process of photosynthesis. During photosynthesis, the leaves use sunlight to turn carbon dioxide and water into food. Flowers are the reproductive organs of the plant.</p> <p><b>What do Plants Need?</b></p> <p>Plants need light, oxygen (air), water and soil to grow. Plants produce their own food by means of a process called photosynthesis. In this process, cells in the plant's leaves convert water (absorbed by the roots) and carbon dioxide (from the air) into carbohydrate, which is stored in the plant, and oxygen, which is excreted from the leaves. Plants are the only organisms that can create their own food, and photosynthesis is therefore essential for all life on Earth. If plants were unable to produce their own food, they wouldn't grow, and organisms higher up the food chain would have no food to eat.</p> <p><b>Plant Life Cycle</b></p> <p>All plants have a life cycle that includes a seed, a seedling, and a full-grown plant. First, the seed develops a root. Roots are geotropic, which means they can sense gravity and so will always grow downwards into the ground. The root is followed by a shoot, which moves through the soil towards light. It is the first part of the plant to appear above ground. This shoot grows into what is known as a seedling – a young plant. The seedling's stem grows stronger and thicker, and the first leaves appear, which allow it to start producing its own food through photosynthesis. As the plant grows, more and more leaves appear, as well as flowers. The</p>	<p><b>Roots</b></p> <p><b>Stems</b></p> <p><b>Leaves</b></p> <p><b>Anchor</b></p> <p><b>Soil</b></p> <p><b>Absorb</b></p> <p><b>Flower</b></p> <p><b>Nutrients</b></p> <p><b>Light</b></p> <p><b>Oxygen</b></p> <p><b>Water</b></p> <p><b>Soil</b></p> <p><b>Cells</b></p> <p><b>Seed</b></p> <p><b>Seedling</b></p> <p><b>Shoots</b></p> <p><b>Dispersal</b></p>

	<ul style="list-style-type: none"> <li>Dispersal of seeds is important to increase the chances of survival of new plants and to reduce competition for resources.</li> </ul>	<p>adult plant is able to produce its own seeds and the life cycle can begin again. In order to find the necessary conditions for growth, a seed must be scattered away from the parent plant. This is known as dispersal. Seed dispersal allows a plant species to colonise new habitats, and reduces competition for resources. Seeds can be dispersed by wind, water or by animals, with different species employing different strategies for effective dispersal.</p>	
	<p><b>Animals Inc. Humans</b></p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults.</li> </ul> <p><b>CLA Program of Study:</b></p> <p><b>How do Animals Move?</b></p> <ul style="list-style-type: none"> <li>Understand that animals move in different ways.</li> <li>Understand that an animal's movements can have an impact on the way it lives.</li> </ul> <p><b>Grouping Animals</b></p> <ul style="list-style-type: none"> <li>Know that we can put animals into groups by looking for similarities and differences.</li> <li>Understand that all animals can be classified into two groups: vertebrates and invertebrates.</li> <li>Know that animals that have a backbone are called vertebrates and animals that don't have a backbone are called invertebrates.</li> <li>Know that vertebrates can be further divided into five main groups: mammals, reptiles, birds, amphibians and fish.</li> </ul>	<p><b>Grouping Animals</b></p> <p>The animal kingdom can be split into two groups: animals that have a backbone (vertebrates) and those that don't have a backbone (invertebrates). Around 95% of all animal species are invertebrates. Crustaceans, arachnids and insects, sponges, jellyfish and worms are all invertebrates. Around 5% of animal species have a backbone, and are called vertebrates. Fish, mammals, reptiles, amphibians and birds are all vertebrates. A backbone, also called a spine, consists of a column of interlinked bones called vertebrae. A human spine usually has 33 vertebrae. There are five at the base of the spine which fuse together as we get older (known collectively as the sacrum), and a further four of which form the tailbone or coccyx, while the other 24 remain separated by discs of cartilage. Other animals have significantly more vertebrae. The slender snipe eel has the greatest number, with around 750 bones.</p>	<p><b>Animal Environment</b>  <b>Land</b>  <b>Water</b>  <b>Atmosphere</b>  <b>Habitat</b>  <b>Predators</b>  <b>Shelter</b>  <b>Insects</b>  <b>Sponges</b>  <b>Jellyfish</b>  <b>Worms</b>  <b>Fish</b>  <b>Mammals</b>  <b>Reptiles</b>  <b>Amphibians</b>  <b>Birds</b>  <b>Spine</b></p>

Key Assessment Criteria	
Plants	<ul style="list-style-type: none"> <li>I can explain that plants need light, air, water and soil to grow</li> <li>I can explain that plants can make their own food through photosynthesis</li> <li>I can explain the life cycle of a plant</li> </ul>

<b>Animals Including Humans</b>	<ul style="list-style-type: none"> <li>• I know that animals live in different types of homes and they are important to them.</li> <li>• I can explain that animals move in different ways.</li> <li>• I understand that an animal's movements can have an impact on the way it lives.</li> <li>• I can put animals into groups by looking for similarities and differences.</li> <li>• I know that all animals can be classified into two groups: vertebrates and invertebrates.</li> <li>• I can explain that animals that have a backbone are called vertebrates and animals that don't have a backbone are called invertebrates.</li> <li>• I can divide vertebrates into five main groups: mammals, reptiles, birds, amphibians and fish.</li> </ul>
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## Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Rumble in the Jungle	<p><b>National Curriculum</b></p> <p><b>Contrasting Localities</b> <b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its</li> </ul>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they describe some physical features of their own locality? (<b>Local area walk to spot physical features of where we live, surveys, creating own maps, taking photographs</b>)</li> <li>• Can they explain what makes a locality special? (<b>Jungle Focus- What is special about the Jungle?</b>)</li> <li>• Can they describe a place outside Europe using geographical words?(<b>Jungle Focus- Enquiry and Research around the jungle- features of a jungle, creating own maps of a jungle using simple keys, models of jungles, habitats, vegetation, climate, temperature children to present in a variety of formats</b>)</li> <li>• Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?(<b>Design own jungle/island what would you include and why? Who would live there? What animals would live there? What vegetation would grow there? What jobs would people do? What would the climate be? </b>)</li> </ul> <p><b>Beyond- (Using given maps and maps created with the children of the Jungle to create a story and (book, podcast, audiobook) about a journey through the Jungle)</b></p> <ul style="list-style-type: none"> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe the jungle?</li> </ul> <p><b>(Investigate and Present a research project based around the local community and the jungle-environmental/pollution damage)</b></p> <ul style="list-style-type: none"> <li>• Do they think that people ever spoil the area? How?</li> <li>• Do they think that people try to make the area better? How?</li> <li>• Can they explain what facilities a town or village might need?</li> </ul> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they label a diagram or photograph using some geographical words? (<b>Use a range of sources- atlas, Google Maps, Encyclopaedia, Photographs and own maps and diagrams to find important parts of the Local Area and the Jungle.</b>)</li> </ul> <p><b>(Jungle Focus- Enquiry and Research around the jungle- features of a jungle, creating own maps of a jungle using simple keys, models of jungles, habitats, vegetation, climate, temperature children to present in a variety of formats)</b></p> <ul style="list-style-type: none"> <li>• Can they find out about a locality by using different sources of evidence?</li> <li>• Can they find out about a locality by asking some relevant questions to someone else?</li> <li>• Can they say what they like and don't like about their locality and another locality like the Jungle?</li> </ul>	<p>Survey Maps Source Atlas Jungle Vegetation Habitat Wildlife Beach Coast Forest Hill Mountain Valley River Soil Weather Sea Ocean Village Factory Farm House Office Port Harbour Shop Pollution Environment Seasons</p>

	<p>grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Beyond</b> (Extension to Jungle Focused research project/ own island/jungle design work)</p> <ul style="list-style-type: none"> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul> <p><b>Key Information</b> Jungles are known for their thick forests and their large amounts of plants and vines. <b>While they have a lot in common with rainforests, they are not the same thing.</b> Rainforests have extremely thick canopies of trees and the floor of them is completely blocked from the sun. Jungles, on the other hand, allow more light in from the sun so that lets more plants grow. This extra light helps the plants and trees grow so much, in fact, that it can be very difficult to move around in a jungle.</p> <p><b>Where are Jungles Found?</b> Jungles are found all over the world, usually surrounding rainforests that have grown. The most famous jungles in the world can be found in Central America and South America, but they are located in other areas, as well. Because they need warm environments with hot and steamy temperatures, jungles are typically found near the equator.</p> <p><b>What Type of Weather Do Jungles Have?</b> Because jungles surround rainforests and are found in similar places, the weather in jungles is about the same as it is in the rainforest. The weather in jungles is very hot and humid. It typically rains a lot in these places, which also helps the plants grow. Because the weather is always warm and there is never any winter or freeze period, organisms grow quickly and constantly in the ideal environment, especially different types of bacteria.</p> <p><b>What Kind of Plants are in the Jungle?</b> Some of the most common types of trees that can be found in the jungle are the Brazil-nut tree, palm trees, and even trees that only grow on other trees, called epiphytes. It is also home to vines, moss, and ferns. Because the jungle is already such a harsh environment for plants, they cannot afford to be attacked or eaten by animals, too. Many types of plants have adapted to give off poisonous toxins if an animal should come to close, using it to protect themselves from danger.</p> <p><b>What Kinds of Animals Live There?</b> There are many different kinds of animals that live in jungles that have become excellent hunters and gatherers in this extreme environment. Some of the most common animals that live in jungles are jaguars, howler monkeys, tigers, and cobras. Elephants, rhinoceroses, water buffaloes, and black eagles can also be found in certain jungles.</p> <p><b>Quick Facts: Jungles</b> Over half of the world's plant and animals species live in some type of jungle environment. Jungles are similar to rainforests, but they have less trees and more sunlight. Jungles are in warm places with lots of rainfall. Usually found near the equator. Some animals that live in jungles are tigers, jaguars, elephants, and monkeys. Jungles have such a wide mix of plants and animals and they give us beautiful ecosystems to research and study. While they may not be the most ideal places to go on vacation, they still provide amazing environments for animals and plants to grow and live. With over half of the world's plant and animal species living in some type of jungle, it is important that we cherish them and protect them.</p>	
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Key Assessment Criteria	
Physical Geography	<ul style="list-style-type: none"> <li>• I can describe some physical features of my own locality.</li> <li>• I can describe what the special features of the Jungle are.</li> <li>• I can describe what the Jungle is like using geographical words?</li> <li>• I can they describe the key features of my local area and the Jungle using words like, beach, coast forest, hill, mountain, ocean, valley.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• I can find the longest and shortest route using a map.</li> <li>• I can use a map, photographs, film or plan to describe the jungle.</li> </ul>

<b>Human Geography</b>	<ul style="list-style-type: none"> <li>• I can research and present if I think that people ever spoil the area and how,</li> <li>• I can research and present if I think that people try to make the area better and how.</li> <li>• I can explain what facilities a town or village might need.</li> </ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>• I can label a diagram or photograph using some geographical words</li> <li>• I can find out about a locality by using different sources of evidence.</li> <li>• I can find out about a locality by asking some relevant questions to someone else.</li> <li>• I can say what I like and don't like about my locality and another locality like the Jungle.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• I can make inferences by looking at a weather chart.</li> <li>• I can make plausible predictions about what the weather may be like in different parts of the world.</li> </ul>

## History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Rumble in the Jungle	<p><b>National Curriculum</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements, some</li> </ul>	<p><b>Chronological understanding- Personal History 'All About me'- (Children to also spend time looking at their own family history- this would be a good place to start in September as part of transition and getting to know the class activities.)</b></p> <ul style="list-style-type: none"> <li>• Can they use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words 'past' and 'present' accurately?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• Can they sequence events about their own life?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> </ul> <p><b>Knowledge and Interpretation (Significant Individuals Explorers-Children to use historical enquiry skills to research famous explorers (these do not need to be specifically linked to the jungle). Children to conduct an enquiry based on how explorers have helped us understand the world we live in. Placing different explorers in time order using the vocabulary outlined below.)</b></p> <p><b>Suggested explorer for KS1- Christopher Columbus.</b></p> <ul style="list-style-type: none"> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> <li>• Can they explain what is meant by a parliament? (<b>British Values Assemblies</b>)</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> </ul>	<p><b>Before</b>  <b>After</b>  <b>Past</b>  <b>Present</b>  <b>Then</b>  <b>Now</b>  <b>Before I was born</b>  <b>When I was younger</b>  <b>Sequence</b>  <b>Chronology</b>  <b>Democracy</b>  <b>Source</b>  <b>Eye-witness</b>  <b>Christopher Columbus</b></p>

	<p>should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>	<p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>Can they explain what is meant by a democracy and why it is a good thing? (<b>British Values</b>)</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Can they answer questions by using a specific source, such as an information book?</li> <li>Can they research the life of a famous explorer from the past using different resources to help them?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>Can they explain why eye-witness accounts may vary?</li> <li>Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</li> </ul> <p><b>Key Information</b>  <b>Christopher Columbus</b>  Occupation: Explorer  Born: 1451 in Genoa, Italy  Died: May 20, 1506  Best known for: Discovering America</p>	
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Key Assessment Criteria	
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can use words and phrases like: before I was born, when I was younger.</li> <li>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</li> <li>I can use the words 'past' and 'present' accurately.</li> <li>I can use a range of appropriate words and phrases to describe the past.</li> <li>I can sequence a set of events in chronological order and give reasons for their order.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can sequence events about their own life.</li> </ul>
<b>Knowledge and interpretation</b>	<ul style="list-style-type: none"> <li>I can give examples of things that are different in their life from that of their grandparents when they were young.</li> <li>I can explain why Britain has a special history by naming some famous events and some famous people.</li> <li>I can explain what is meant by a parliament.</li> <li>I can explain why Britain has a special history by naming some famous events and some famous people.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can explain what is meant by a democracy and why it is a good thing.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can answer questions by using a specific source, such as an information book.</li> <li>I can research the life of a famous explorer from the past using different resources to help them.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can say at least two ways to find out about the past, for example using books and the internet.</li> </ul>

- I can explain why eye-witness accounts may vary.
- I can research about a famous event that happens somewhere else in the world and why it has been happening for some time.

## Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rumble in the Jungle	<p>KS1 National Curriculum</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	<p>Detailed Plant-Still Life Drawings (Van Gogh) or Jungle Animal Detailed Sketches</p> <p>(Drawing- children to create observational drawings of real plants to focus on creating detail. Children develop their skills of shading using different grades of pencils to develop their drawings and annotate the skills they have used in their sketchbooks. Look at examples of Van Gogh's different drawings of plants and flowers and make notes in their sketchbooks about their ideas on his work. Children to use their sketching techniques as well as adding colour using pastels to create their own version of a plant drawing in the style of Van Gogh.</p> <p>Use developing sketching and shading techniques to create high-quality animal sketches- work on sizing and proportion with the children.</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they use charcoal, pencil and pastels?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketchbooks?</li> <li>• Can they set out their ideas, using 'annotation' in their sketchbooks?</li> <li>• Do they keep notes in their sketchbook as to how they have changed their work?</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they create a piece of work in response to another artist's work?</li> </ul>



	Key Assessment Criteria
Drawing	<ul style="list-style-type: none"> <li>• I can use three different grades of pencil in my drawing (4B, 8B, HB)</li> <li>• I can use charcoal, pencil and pastels.</li> <li>• I can create different tones using light and dark.</li> <li>• I can show patterns and texture in my drawings.</li> <li>• I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>
Sketchbooks	<ul style="list-style-type: none"> <li>• I begin to demonstrate my ideas through photographs and in my sketchbook.</li> <li>• I can set out my ideas, using 'annotation' in my sketchbook.</li> <li>• I keep notes in my sketchbook as to how I have changed my work.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• I can create a piece of work in response to another artist's work.</li> </ul>

## Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
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<p>Rumble in the Jungle</p>	<p><b>National Curriculum</b>  <b>When designing and making, pupils should be taught to:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>	<p><b>Sculptures of Animals-</b> Children to design an imaginary creature that could live in the jungle. It could be a hybrid of several different creatures- children to research a variety of animals and make notes in their topic books of their research. Children to explain which qualities they would want from which animal and why. Children then make several drafts of their design until they are happy with a final design- including details of materials, structures and techniques they will use. Topic books to also show how children have evaluated their actual sculpture and what they would change in future work.</p> <p><b>TRANSFERABLE SKILLS ACROSS DESIGN &amp; TECHNOLOGY:</b></p> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they think of ideas and plan what to do next?</li> <li>Can they choose the best tools and materials? Can they give a reason why these are best?</li> <li>Can they describe their design by using pictures, diagrams, models and words?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they join things (materials/ components) together in different ways?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Can they explain what went well with their work?</li> <li>If they did it again, can they explain what they would improve?</li> </ul> <p><b>SPECIFIC SKILLS TO THIS TOPIC:</b></p> <p><b>Use of materials</b></p> <ul style="list-style-type: none"> <li>Can they measure materials to use in a model or structure?</li> <li>Can they join material in different ways?</li> <li>Can they use joining, folding or rolling to make it stronger?</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Can they make sensible choices as to which material to use for their constructions?</li> <li>Can they develop their own ideas from initial starting points?</li> <li>Can they incorporate some type of movement into models?</li> <li>Can they consider how to improve their construction?</li> </ul>
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Key Assessment Criteria	
Rumble in the Jungle	<p><b>Use of materials</b></p> <ul style="list-style-type: none"> <li>I can measure materials to use in a model or structure.</li> <li>I can join material in different ways.</li> <li>I can use joining, folding or rolling to make it stronger.</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>I can make sensible choices as to which material to use for my constructions.</li> <li>I can develop my own ideas from initial starting points.</li> </ul>

- I can incorporate some type of movement into models.
- I can consider how to improve my construction.

## Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rumble in the Jungle	<p><b>National Curriculum</b></p> <p><b>Pupils should be taught to:</b></p> <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 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> <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>	<p><b>We are zoologists</b></p> <ul style="list-style-type: none"> <li>• I can take photos of bugs.</li> <li>• I can take photos of bugs that are in focus and of high quality.</li> <li>• I can edit my photos (e.g. cropping).</li> <li>• I can label my photos and rate them.</li> <li>• I can move my photos onto the computer or to a website.</li> <li>• I can use yes or no questions to decide which group a bug fits into</li> <li>• I can create a chart.</li> <li>• I can add a title and label the axes of my chart.</li> <li>• I can change the way my chart looks.</li> <li>• I can show my results in different types of charts.</li> <li>• I can create a presentation showing my research.</li> <li>• I can present my research to my friends.</li> <li>• I can use a digital map to find a place.</li> <li>• I can use GPS to show where I found my bugs.</li> <li>• I can add photos to a digital map.</li> <li>• I can add information about my bugs to a digital map</li> </ul> <p><b>E-Safety</b> We are zoologists. The pupils again learn that when sharing photographs and geo-location information online they need to consider the importance of keeping personal information private; they achieve this by not including names or photographs of people. The pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them. keep their account details private and share their email address only with people they know and trust.</p> <p><b>We are detectives</b></p> <ul style="list-style-type: none"> <li>• To be able to read an email.</li> <li>• To write and reply to an email.</li> <li>• To check my email for mistakes before I send it.</li> <li>• To see if an email and an attachment are from someone I know and trust.</li> <li>• To read and understand the headers of an email.</li> <li>• To know how important it is to type an email address correctly.</li> <li>• I can see that the domain name in an email address gives important information.</li> <li>• I can take notes from an email in writing or using an audio recorder.</li> <li>• I can create a spreadsheet.</li> <li>• I can organise a spreadsheet so it shows me the information I need.</li> <li>• I know what to do if I'm worried about opening an email.</li> <li>• I know that I must always be careful about opening emails and attachments.</li> </ul> <p><b>E-Safety</b> We are detectives. The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email addresses and embedded links can be 'spoofed', and that 'spam' is a common problem. It is recommended that all emails are sent and received via a single class email address. The password for this account is not shared with children. If the children do use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.</p>

	Key Assessment Criteria
Zoologists	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Detectives	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

## Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rumble in the Jungle	<p><b>National Curriculum</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p><b>CLA Program of Study:</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Do they sing and follow the melody (tune)?</li> <li>• Do they sing accurately at a given pitch?</li> <li>• Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>• Can they perform with others?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they create music in response to &lt;different starting points&gt;?</li> <li>• Can they choose sounds which create an effect?</li> <li>• Can they use symbols to represent sounds?</li> <li>• Can they make connections between notations and musical sounds?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• Can they improve their own work?</li> <li>• Can they listen out for particular things when listening to music?</li> </ul>	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p><b>Hands, Feet, Heart- South African Styles</b></p> <p><b>Suggested Links-</b> South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <hr/> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p><b>Little Angel gets her Wings (Christmas)</b></p> <p><b>Suggested Links-</b> Christmas Performance</p>

Key Assessment Criteria	
Hands, Feet, Heart	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• I can sing and follow the melody (tune).</li> <li>• I can sing accurately at a given pitch.</li> <li>• I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>• I can perform with others.</li> <li>• I can play simple rhythmic patterns on an instrument.</li> <li>• I can sing/clap a pulse increasing or decreasing in tempo.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• I can order sounds to create a beginning, middle and end.</li> <li>• I can create music in response to &lt;different starting points&gt;.</li> <li>• I can choose sounds which create an effect.</li> <li>• I can use symbols to represent sounds.</li> <li>• I can make connections between notations and musical sounds.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• I can improve my own work.</li> <li>• I can listen out for particular things when listening to music.</li> </ul>
Little Angel Gets Her Wings	

## R.E.

Topic	Program of Study
Christianity	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p><b>A. beliefs, teachings and sources</b></p> <p><b>B. practices and ways of life</b></p> <p><b>C. forms of expressing meaning</b></p> <p><b>D. identity, diversity, belonging</b></p> <p><b>E. meaning, purpose and truth</b></p> <p><b>F. values and commitments</b></p> <p><b>Term 1a-Christianity</b></p> <ul style="list-style-type: none"> <li>★ <b>Theme/Concept:</b> What did Jesus Teach?-Gospel</li> <li>★ <b>Enquiry Question:</b> Is it possible to be kind to everyone?</li> <li>★ <b>SMSC-</b> Moral, social</li> <li>★ <b>British Values-</b>Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.</li> </ul>
Christianity	<p><b>Term 1b-Christianity</b></p> <ul style="list-style-type: none"> <li>★ <b>Theme/Concept:</b> Christmas; Jesus as a gift from God.- Incarnation.</li> </ul>

- ★ **Enquiry Question:** Why do Christians believe God gave Jesus to the world?
- ★ **SMSC-** Spiritual, Moral
- ★ **British Values-** Mutual Respect, Tolerance of those of different faiths and beliefs.

Key Assessment Criteria	
<b>Term 1A</b>	<b>Is it possible to be kind to everyone all of the time?</b>
	<p><b>WORKING TOWARDS</b></p> <p>I can tell you when I was kind.            I can remember something Jesus said or did to be kind.            I can say if I think Christians can be kind.</p>
	<p><b>Year 2 expectation WORKING AT</b></p> <p>I can tell you when I have been kind to others even when it was difficult.            I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.            I can say if I think Christians should be kind and give a reason.</p>
	<p><b>WORKING BEYOND</b></p> <p>I can say when and why it is easy or difficult to be kind.            I can tell you some ways Christians try to follow Jesus' example of being kind.            I can say why I think Christians should be kind and start to explain</p>

Key Assessment Criteria	
<b>Term 1B</b>	<b>Why do Christians believe God gave Jesus to the world?</b>
	<p><b>WORKING TOWARDS</b></p> <p>I can tell you how I try to show love in the world.            I can remember some of the Christmas story.            I can start to say why Christians think God gave Jesus to the world.</p>
	<p><b>Year 2 expectation WORKING AT</b></p> <p>I can say how I could help solve a problem by showing love.            I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.            I can tell you why Christians think God gave Jesus to the world.</p>

**WORKING BEYOND**

I can say how I could help solve a problem in the world by showing love.  
I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world.  
I can explain the Christian belief that God gave Jesus to the world to rescue/save it.

**PSHCE**

Topic	Program of Study Subject Knowledge and Suggested Activities
Rumble in the Jungle	<p>Philosophy for Children – The Process</p> <ul style="list-style-type: none"><li>● <b>Warm-up</b> -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used.</li><li>● <b>Presentation of stimulus</b> -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful.</li><li>● <b>Thinking time/conversation</b>- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class.</li><li>● <b>Formulation of questions</b>- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class.</li><li>● <b>Airing of questions</b>-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up.</li><li>● <b>Selection (voting)</b>- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used.</li><li>● <b>First words</b>-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it.</li><li>● <b>Building</b>-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed.</li><li>● <b>Final thoughts</b>- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged.</li><li>● <b>Review/plan</b>-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry.</li></ul> <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p> <ul style="list-style-type: none"><li>★ Should animals be kept in the zoo/captivity?</li></ul> <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>

## M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rumble in the Jungle	National Curriculum-N/A	<p>Using the La Jolie Ronde 'Little Languages' Year 1 Program of Study for FRENCH- using songs, games and resources from the program. Children will be working purely on oral practise at this stage and reading some words but not recording or writing words.</p> <p>10-20 minutes of learning which may be repeated during the week.</p> <p>Follow weekly overview weeks 1-14:</p> <ul style="list-style-type: none"> <li>★ Action song</li> <li>★ Enjoying a short story</li> <li>★ Recognising repeated language within a story</li> <li>★ Joining in with a story, using expression</li> <li>★ Colours and Patterns</li> <li>★ Colours, turn taking</li> <li>★ Colours, learning through play</li> <li>★ Guessing the names of shapes, using knowledge of English to deduce meaning</li> <li>★ Creating a sports kit</li> <li>★ Playground games around the world</li> <li>★ A simple clapping game</li> <li>★ Taking part in a playground game from France</li> <li>★ Christmas</li> <li>★ Christmas</li> </ul>

## P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rumble in the Jungle	<p>National Curriculum</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns</li> </ul>	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.</p> <ul style="list-style-type: none"> <li>★ Unit 1: Coordination/Static Balance (one leg)</li> <li>★ Unit 2: Dynamic Balance/Static Balance (seated)</li> </ul>

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## Term 2- Commotion in the Ocean & Titanic Science

### Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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

Topic	Program of Study	Subject Knowledge	Vocabulary
Commo tion in the Ocean / Titanic	<p><b>Living Things and their Habitats</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe</li> <li>• how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> </ul> <p><b>CLA Program of Study</b></p> <p><b>Where do Animals Live?</b></p> <ul style="list-style-type: none"> <li>• Know that animals live in different types of homes.</li> </ul>	<p><b>Where do Animals Live?</b></p> <p>Whether or not an animal's basic needs are met is dependent on its environment. The environment is all the conditions and surroundings that affect a living thing: for example, land, water and the atmosphere. The environment in which a particular organism lives is called its habitat, and is occupied by many species. An animal's home is the place within a habitat where it can raise its young, hide from predators, and take shelter from the weather. Homes include nests, burrows and dens.</p> <p><b>Producers and Consumers</b></p> <p>Plants get their energy from the Sun. They are called producers because they make their own food. Animals are called consumers because they eat plants and other animals. They do not make their own food. Animals that eat other animals are called predators. The animals they eat are called prey.</p>	<p>Polar habitat Ocean habitat Rainforest habitat Woodland habitat Urban habitat Desert habitat Coastal habitat Pond habitat Food Chain Predator Consumer Producer Prey Energy</p>

<ul style="list-style-type: none"> <li>Understand that homes are important to animals.</li> </ul> <p><b>Types of Habitat</b></p> <ul style="list-style-type: none"> <li>To understand the process of a food chain</li> <li>To understand different habitats are suited to different animals and why</li> <li>To understand how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>		
<p><b>Uses of Everyday Materials (Floating and Sinking)</b></p> <p><b>National Curriculum: Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <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><b>Freezing and Melting</b></p> <ul style="list-style-type: none"> <li>Know that water can exist as solid ice and liquid water.</li> <li>Understand that the process whereby liquid water turns into solid ice is called freezing.</li> <li>Understand that the process whereby solid ice turns into liquid water is called melting.</li> </ul>	<p><b>Freezing and Melting (Icebergs-Titanic)</b></p> <p>The opposite of melting is freezing. This is when a liquid is cooled and turns to a solid. The freezing point of a particular substance is the same as its melting point – it just depends whether the temperature is increasing or decreasing. When a substance is heated to reach its melting point, it melts; when it is cooled to reach its melting point, it freezes.</p> <p>There are many ways in which matter can change from one state to another. When a solid is heated, the particles vibrate faster and more vigorously. When they reach a certain temperature, the energy is high enough to break the bonds between the particles, and the solid becomes a liquid. This is called melting, and the point at which this change of state occurs is known as the substance's melting point. Each pure substance has a different melting point.</p>	<p><b>Freezing</b>  <b>Melting</b>  <b>Liquid</b>  <b>Solid</b>  <b>Freezing point</b>  <b>Melting Point</b>  <b>Temperature</b>  <b>Increasing</b>  <b>Decreasing</b>  <b>Particles</b></p>

Key Assessment Criteria	
Living Things and their Habitats	<ul style="list-style-type: none"> <li>I can identify things that are living, dead and never lived.</li> <li>I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).</li> <li>I can identify and name plants and animals in a range of habitats</li> <li>I can match living things to their habitat.</li> <li>I can describe how animals find their food.</li> </ul>

	<ul style="list-style-type: none"> <li>I can name some different sources of food for animals.</li> <li>I can explain a simple food chain.</li> </ul>
<b>Uses of Everyday Materials</b>	<ul style="list-style-type: none"> <li>I can explain that water can exist as solid ice and liquid water.</li> <li>I can explain the process whereby liquid water turns into solid ice is called freezing.</li> <li>I can explain that the process whereby solid ice turns into liquid water is called melting.</li> </ul>

## Geography

Topic	Program of Study	Subject Knowledge and Suggested Learning	Vocabulary
Commotion in the Ocean /Titanic	<p><b>National Curriculum</b></p> <p><b>Locational Knowledge-Oceans and Mountains</b></p> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use simple compass directions (North, South, East and West) and locational and directional language (e.g. 'near' and 'far'; 'left' and 'right') to describe the location of features and routes on a map</li> </ul>	<p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>Can they name the continents of the world and find them in an atlas?</li> <li>Can they name the world's oceans and find them in an atlas? (<b>Investigate some of the World's largest oceans and the types of living things suited to those oceans e.g. Arctic Ocean/Southern Ocean-Antarctic/ Coral Sea-Great Barrier Reef</b>)</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>Can they locate some of the world's major rivers and mountain ranges? (<b>Research and enquiry based study</b>)</li> <li>Can they point out the North, South, East and West associated with maps and compass? (<b>Look at the journey of the Titanic on maps- use compass directions when explain the journey taken- Create own maps showing journeys</b>).</li> </ul> <p><b>Key Information</b></p> <p><b>Seven Continents of the World</b>  <b>Biggest to Smallest:</b>  Asia, Africa, North America, South America, Antarctica, Europe, and Australia.</p> <p><b>Five Oceans</b>  <b>70% off the Earth is ocean water.</b>  <b>Biggest to Smallest:</b>  Pacific, Atlantic, Indian, Southern, Arctic.</p> <p><b>Titanic's Journey</b>  The Titanic was on her maiden voyage, a return trip from Britain to America. The outward route was to be Southampton, England – Cherbourg, France – Queenstown, Ireland – New York, USA. The return route was going to be New York – Plymouth, England – Cherbourg – Southampton.</p> <p><b>Arctic Ocean</b>  The Arctic Ocean is the smallest and the shallowest of the world's five major oceans. It is located in the Northern Hemisphere and is almost completely surrounded by North America and Eurasia, including the countries of Russia, Norway, Iceland, Greenland, Canada and the United States. The Arctic Ocean is almost completely covered by ice in the winter and remains partially covered in ice throughout the entire year.</p> <p><b>Southern Ocean (Antarctic)</b>  The Southern Ocean is comprised of the most southern ocean water of the world and is also referred to as the Antarctic Ocean, South Polar Ocean, and the Great Southern Ocean. This ocean surrounds Antarctica and is the fourth largest of the five oceans of the world. The Southern Ocean's boundaries are not specifically designated due to much disagreement on whether it even exists. Some geographers believe that the waters of the Southern Ocean are really just</p>	Continent Asia Africa North America South America Antarctica Europe Australia Ocean Pacific Atlantic Indian Southern Arctic Habitat North South East West Near Far Left Right

	<p>extensions of the Indian, Pacific, and Atlantic oceans. The Southern Ocean encompasses an area of approximately 35 million square kilometers.</p> <p><b>Coral Sea (The Great Barrier Reef)</b></p> <p>The Coral Sea is located off Australia's northeast coast in the South Pacific. It extends a total of 1,200 miles down the northeast coast of Australia and it is classified as an interim Australian bioregion. To the west of the Coral Sea is Queensland. To its east is Vanuatu, and New Caledonia. To its northeast it reaches eastern New Guinea. The Coral Sea merges with the Tasman Sea, Soloman Sea, and the Pacific Ocean. The Coral Sea covers an area of 1,850,000 square miles and has an average depth of 7,854 feet. The maximum depth of the Coral Sea is 29,990 feet.</p> <p>Interesting Coral Sea Facts:</p> <p>The Coral Sea contains many reefs and islands.</p> <p>The Great Barrier Reef, the world's largest reef system, is contained within the Coral Sea. The Great Barrier Reef is so large that it can be seen from space. It is also considered one of the seven natural wonders of the world.</p>	
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Key Assessment Criteria	
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>I can name the continents of the world and find them in an atlas.</li> <li>I can name the world's oceans and find them in an atlas.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can locate some of the world's major rivers and mountain ranges.</li> <li>I can point out the North, South, East and West associated with maps and compass.</li> </ul>

## History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Commotion in the Ocean-Titanic	<p><b>National Curriculum</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below,</p>	<p><b>Commotion in the Ocean</b></p> <p>Events beyond Living Memory (Titanic)</p> <p>(In this topic children will explore what life was actually like for people on the Titanic using different records, eyewitness accounts and other sources of information. Children can make comparisons of how it would have been different in the different classes within the ship. Look at entertainment, food, luggage, entrance to the ship etc based on what class you were entering. Children to use their research to reenact an aspect of life on the Titanic or how passengers felt when it was sinking- this can be linked with drama, dance, P.E., Literacy etc)</p> <p>Children should also be given the opportunity to research specific people linked to the Titanic and how they have changed Britain today e.g. Thomas Andrews.</p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like: before I was born, when I was younger?</li> <li>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>Can they use the words 'past' and 'present' accurately?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> </ul>	<p>Past</p> <p>Present</p> <p>Then</p> <p>Now</p> <p>First Class</p> <p>Second Class</p> <p>Third Class</p> <p>Passenger</p> <p>Lifeboat</p> <p>Entertainment</p> <p>Iceberg</p> <p>Sequence</p> <p>Chronological Order</p> <p>Recount</p> <p>Eyewitness</p> <p>Maiden Voyage</p>

	<p>teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• Can they sequence a set of objects in chronological order and give reasons for their order?</li> <li>• Can they try to work out how long ago an event happened?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they recount some interesting facts from an historical event, such as the sinking of the Titanic?</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people? (Thomas Andrews-built the Titanic)</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>• Can they research about a famous event that happened in Britain?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>• Can they explain why eye-witness accounts may vary?</li> <li>• Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</li> </ul> <p><b>Key Information</b></p> <ul style="list-style-type: none"> <li>• The Titanic is probably the most famous ship ever to have been built. At the time it was launched, it was the biggest ship in the world.</li> <li>• The huge ship was said to be the biggest, the best and the safest ship ever to have set sail. But on April 15 1912, five days into its very first voyage from Southampton to New York, the Titanic collided with an iceberg and sank. There were over 2200 people on board but only 715 people survived.</li> <li>• The wreck of the Titanic was discovered 74 years later, just over 2 miles under the sea.</li> </ul> <ol style="list-style-type: none"> <li>1. Building on the Titanic began on 31 March 1909; it was finished three years later.</li> <li>2. The Titanic was built in Belfast, Northern Ireland.</li> <li>3. The Titanic's official name was the RMS Titanic (RMS stood for Royal Mail Steamer).</li> <li>4. In 1912 the Titanic was the largest man-made moveable object ever built.</li> <li>5. The famous ship was 92.5 feet wide, 175 feet high and 882 feet long – bigger than 3 football fields put together!</li> <li>6. A huge ship requires a lot of staff – the Titanic had a crew of around 900 people!</li> <li>7. On its maiden voyage, the Titanic collided with an iceberg and sank on April 15, 1912. Over 1500 people died.</li> <li>8. The Titanic was a luxury passenger liner that carried some of world's richest people.</li> <li>9. The first voyage the famous ship was due to take was from Southampton to New York.</li> <li>10. The Titanic left Southampton on April 10, 1912 and stopped in France and Ireland before heading west to New York.</li> </ol> <ul style="list-style-type: none"> <li>• The Titanic was on its 'maiden voyage', or first voyage, when it sank.</li> <li>• The ship was built to carry about 3,500 people.</li> <li>• To travel first class on the Titanic would have set you back £875 – but for those travelling third class, it was about £20!</li> </ul>	<p><b>Hulls Artefacts</b></p>
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		<ul style="list-style-type: none"> <li>• Many of those travelling third class were families who were trying to set up a new life for themselves in America.</li> <li>• The boat sailed from Southampton for its first voyage with 2,223 people on board (1,324 were passengers and 885 were crew). Although there were over 2200 people on board, there were only enough lifeboats for just over half of them.</li> <li>•</li> <li>• The boat hit an iceberg off the coast of Newfoundland late at night on April 14, 1912, and sank in the early hours of April 15. Over 1500 people died; only 715 people survived.</li> <li>• The engineers who designed the Titanic thought it was 'unsinkable' because it had fifteen separate, water-tight hulls.</li> <li>• The Captain of the famous Titanic was Edward John Smith. He was a proud man and didn't even attempt to leave the sinking ship.</li> <li>• There was a band on board and some survivors reported that the band carried on playing music while the ship was sinking. Sadly none of the band members were lucky enough to survive.</li> <li>• The boat sank at a speed of 10 miles per hour, taking just 15 minutes for it to reach the bottom of the ocean.</li> <li>• The wreck of the Titanic wasn't discovered for 74 years, when it was found just over 2 miles under the sea. The ship was discovered in 1985 by an American oceanographer, Robert Ballard, and his team of scientists. So far about 6,000 artefacts have been recovered from the wreck.</li> <li>• In 1997 the film Titanic hit our screens and was a box office smash – it remained the highest-grossing film of all time until 2010, when it was overtaken by Avatar!</li> </ul>	
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Key Assessment Criteria	
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• I can use words and phrases like: before I was born, when I was younger.</li> <li>• I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</li> <li>• I can use the words 'past' and 'present' accurately.</li> <li>• I can use a range of appropriate words and phrases to describe the past.</li> <li>• I can sequence a set of events in chronological order and give reasons for their order.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• I can sequence a set of objects in chronological order and give reasons for their order.</li> <li>• I can try to work out how long ago an event happened.</li> </ul>
<b>Knowledge and interpretation</b>	<ul style="list-style-type: none"> <li>• I can recount some interesting facts from an historical event, such as the sinking of the Titanic.</li> <li>• I can explain why Britain has a special history by naming some famous events and some famous people. (Thomas Andrews-built the Titanic)</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• I can answer questions by using a specific source, such as an information book.</li> <li>• I can research the life of a famous Briton from the past using different resources to help me.</li> <li>• I can research about a famous event that happened in Britain.</li> <li>• I can research the life of someone who used to live in my area using the Internet and other sources to find out about them.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• I can say at least two ways I can find out about the past, for example using books and the internet.</li> </ul>

- I can explain why eye-witness accounts may vary.
- I can research about a famous event that happens somewhere else in the world and why it has been happening for some time.

## Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
<b>Commotion in the Ocean/ Titanic</b>	<b>KS1 National Curriculum</b>  Pupils should be taught: <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	<b>Commotion in the Ocean</b> <b>Ocean Scenes -painting and collage</b>  (Children to focus their learning on colour mixing and making secondary colours, tones and tints to create a variety of colours. Children to learn how adding black and white can create them a variety of shade of blue for their ocean scene- sharing examples of their learning in their sketchbooks and annotating what they have found out.  <b>Using oil pastels, salt and watered down powder paints children to create ocean 'watery' back washes to create their collage upon. Use varying tones of blue and green (tones and tints) to vary colours. )</b>  <b>Painting</b> <ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul> <b>(Children to study ocean creatures and plants and practise drawing in detail ocean animals in their sketchbooks evaluating and improving their drawings until they have versions of a good quality to use in their finished product. Children to use their previously learnt colour mixing skills to paint the animals/plants in various colours adding details with different sized brushes. Using their cutting skills children to cut out their animals in order to collage them onto their water scenes. Children evaluate their finished product in their sketchbooks.)</b> <b>Collage</b> <ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>• Can they use repeated patterns in their collage?</li> </ul>



	Key Assessment Criteria
<b>Painting</b>	<ul style="list-style-type: none"> <li>• I can mix paint to create all the secondary colours.</li> <li>• I can mix and match colours, predict outcomes.</li> <li>• I can mix a shade of brown.</li> <li>• I can make tints by adding white.</li> <li>• I can make tones by adding black.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Can they create individual and group collages.</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them.</li> <li>• Can they use repeated patterns in their collage.</li> </ul>

## Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Commotion in the Ocean/Titanic	<p><b>National Curriculum</b> When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>	<p><b>Food Technology-</b> Design a cake to celebrate the launch of the Titanic (Children to research the types of cakes traditional to the times of the Titanic to inform their design as well as basic cake recipes. Children to design what their cake will look like including decoration and label their design explaining their choices. Children to share details of the ingredients for their recipe and understand basic food hygiene. The children will also evaluate their end product after tasting.)</p> <p><b>TRANSFERABLE SKILLS ACROSS DESIGN &amp; TECHNOLOGY:</b></p> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they think of ideas and plan what to do next?</li> <li>Can they describe their design by using pictures, diagrams, models and words?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Can they explain what went well with their work?</li> <li>If they did it again, can they explain what they would improve?</li> </ul> <p><b>SPECIFIC SKILLS TO THIS TOPIC:</b></p> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Can they describe the properties of the ingredients they are using?</li> <li>Can they explain what it means to be hygienic?</li> <li>Are they hygienic in the kitchen?</li> </ul>

	Key Assessment Criteria
Commotion in the Ocean/Titanic	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>I can describe the properties of the ingredients I am using.</li> <li>I can explain what it means to be hygienic.</li> <li>I am hygienic in the kitchen.</li> </ul>

## Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Commotion in the Ocean	<p><b>National Curriculum</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are,</li> </ul>	<p><b>We are Deep-Sea Divers (Astronauts)</b></p> <ul style="list-style-type: none"> <li>To plan a route from one place to another.</li> <li>To plan a route to more than one place.</li> <li>To pretend to be a robot and follow instructions.</li> <li>To program a toy.</li> </ul>

	<p>how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <li>• To program a sprite to move in Scratch.</li> <li>• To program a sprite to move in Scratch using blocks</li> <li>• To predict where instructions will take a person, toy or sprite.</li> <li>• To record instructions to move a toy or sprite from one place to another.</li> <li>• To record instructions to move a toy or sprite to more than one place.</li> <li>• To spot and correct mistakes in a program (debug).</li> <li>• To solve problems.</li> <li>• To consider the most efficient solution to a problem.</li> </ul> <p><b>E-Safety</b> We are deep sea divers. The pupils must let their teacher know if they encounter inappropriate material when they search the web. If the pupils use third-party images in their projects, they should use images with public domain or Creative Commons licences. The pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. They learn to observe MIT's terms and condition.</p> <p><b>We are Games Testers</b></p> <ul style="list-style-type: none"> <li>• To talk about what happens in a computer game.</li> <li>• To see that a computer game works by following instructions.</li> <li>• To see how computer games are similar.</li> <li>• To predict what will happen in a computer game.</li> <li>• To test a computer game.</li> <li>• To find and understand the code for a computer game in scratch.</li> <li>• To change the code for a computer game in Scratch to make it work better.</li> <li>• I know that some games are for older children.</li> <li>• I can see why it can be hard to stop playing computer games.</li> <li>• I know that I need to limit the time I spend playing computer game</li> </ul> <p><b>E-Safety</b> We are games testers There are concerns about the violent nature of some games. Choosing games wisely, including observing PEGI age restrictions and playing in moderation, are aspects of the safe and respectful use of technology that pupils learn about in this unit. As in Unit 2.1, the pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. Comments on the Scratch website are not moderated before they appear, although the pupils can report any which are inappropriate. This provides an opportunity to learn about where to go for help and support when they have concerns about content or contact.</p>
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Key Assessment Criteria	
Deep-Sea Divers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Games Testers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

## Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rumble in the Jungle	National Curriculum	Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been

	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p><b>CLA Program of Study:</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Do they sing and follow the melody (tune)?</li> <li>• Do they sing accurately at a given pitch?</li> <li>• Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>• Can they perform with others?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they create music in response to &lt;different starting points&gt;?</li> <li>• Can they choose sounds which create an effect?</li> <li>• Can they use symbols to represent sounds?</li> <li>• Can they make connections between notations and musical sounds?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• Can they improve their own work?</li> <li>• Can they listen out for particular things when listening to music?</li> </ul>	<p>developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p><b>Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles</b></p> <p><b>Suggested Links-</b> Introduction to the language of music, theory and composition</p> <hr/> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p><b>I Want to Play in a Band - Rock</b></p> <p><b>Suggested Links-</b> Teamwork, working together. The Beatles. Historical context of musical styles.</p>
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Key Assessment Criteria	
Glockenspiel (Stage 1)	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• I can sing and follow the melody (tune).</li> <li>• I can sing accurately at a given pitch.</li> <li>• I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>• I can perform with others.</li> <li>• I can play simple rhythmic patterns on an instrument.</li> <li>• I can sing/clap a pulse increasing or decreasing in tempo.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• I can order sounds to create a beginning, middle and end.</li> <li>• I can create music in response to &lt;different starting points&gt;.</li> <li>• I can choose sounds which create an effect.</li> <li>• I can use symbols to represent sounds.</li> </ul>
I Want to Play in a Band	

	<ul style="list-style-type: none"> <li>• I can make connections between notations and musical sounds.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• I can improve my own work.</li> <li>• I can listen out for particular things when listening to music.</li> </ul>
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## R.E.

Topic	Program of Study
Islam	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p><i>A. beliefs, teachings and sources</i></p> <p><i>B. practices and ways of life</i></p> <p><i>C. forms of expressing meaning</i></p> <p><i>D. identity, diversity, belonging</i></p> <p><i>E. meaning, purpose and truth</i></p> <p><i>F. values and commitments</i></p> <p>Term 2a-Islam</p> <ul style="list-style-type: none"> <li>★ <b>Theme/Concept:</b> Prayer at home</li> <li>★ <b>Enquiry Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?</li> <li>★ <b>SMSC-</b> Spiritual, Moral, Cultural</li> <li>★ <b>British Values-</b>Mutual Respect, Tolerance of those of different faiths and beliefs.</li> </ul>
Christianity	<p>Term 2b-Christianity</p> <ul style="list-style-type: none"> <li>★ <b>Theme/Concept:</b> Easter-Resurrection-Salvation</li> <li>★ <b>Enquiry Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</li> <li>★ <b>SMSC-</b> Spiritual</li> <li>★ <b>British Values-</b>Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.</li> </ul>

	Key Assessment Criteria
Term 2A	<p><b>Does praying at regular intervals help a Muslim in his/her everyday life?</b></p> <p><b>WORKING TOWARDS</b></p> <p>I can say how it feels to do something lots of times in a day.</p> <p>I can remember some things about Muslim prayer.</p> <p>I can tell you one way praying 5 times a day may help</p>

	a Muslim.
	<p>Year 2 expectation <b>WORKING AT</b></p> <p>I can explain how it felt to have to stop doing something to reach the target we had set.  I can use the right words to describe how Muslims pray and begin to explain why they do this.  I can start to think through how praying 5 times a day might help in some ways more than others.</p>
	<p><b>WORKING BEYOND</b></p> <p>I can explain how commitment can be hard and can describe how it would feel to reach a goal.  I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.  I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p>

Key Assessment Criteria	
<b>Term 2B</b>	<b>How important is it to Christians that Jesus came back to life after his crucifixion?</b>
	<p><b>WORKING TOWARDS</b></p> <p>I can say how I remember people who are not here any more.  I can recall parts of the Easter story.  I can talk about what I think happened to Jesus.</p>
	<p><b>Year 2 Expectation WORKING AT</b></p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.  I can recall what Christians believe happened on Easter Sunday.  I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my Opinion.</p>
	<p><b>WORKING BEYOND</b></p> <p>I can start to discuss my beliefs in life after death/what happens when someone dies.  I can tell you about the Christian belief in Jesus'</p>

resurrection and start to explain why this is so important to them.  
I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them.

## PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Commotion in the Ocean/Titanic	<p><b>Philosophy for Children – The Process</b></p> <ul style="list-style-type: none"> <li>● <b>Warm-up</b> -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used.</li> <li>● <b>Presentation of stimulus</b> -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful.</li> <li>● <b>Thinking time/conversation</b>- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class.</li> <li>● <b>Formulation of questions</b>- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class.</li> <li>● <b>Airing of questions</b>-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up.</li> <li>● <b>Selection (voting)</b>- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used.</li> <li>● <b>First words</b>-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it.</li> <li>● <b>Building</b>-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed.</li> <li>● <b>Final thoughts</b>- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged.</li> <li>● <b>Review/plan</b>-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry.</li> </ul> <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p> <ul style="list-style-type: none"> <li>★ The effect of Global Warming on Oceans</li> <li>★ Was it fair to separate passengers into 'classes' on the Titanic?</li> <li>★ Who/what is to blame for the sinking of the Titanic?</li> </ul> <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>

## M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities Vocabulary

Commotion in the Ocean/ Titanic	National Curriculum-N/A	<p>Using the La Jolie Ronde 'Little Languages' Year 1 Program of Study for FRENCH- using songs, games and resources from the program. Children will be working purely on oral practise at this stage and reading some words but not recording or writing words.</p> <p>10-20 minutes of learning which may be repeated during the week.</p> <p>Follow weekly overview weeks 15-23:</p> <ul style="list-style-type: none"> <li>★ In the fruit shop</li> <li>★ In the fruit shop</li> <li>★ In the fruit shop; recalling and re-using language in a new context</li> <li>★ In the fruit shop; working in groups</li> <li>★ In the fruit shop; presenting a mini role play</li> <li>★ Exploring dance; learning about traditional dances</li> <li>★ Exploring dance; learn a simple dance</li> <li>★ Performing a simple dance</li> <li>★ Performing a simple dance</li> </ul>
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## P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Commotion in the Ocean/Jungle	<p>National Curriculum</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns</li> </ul>	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.</p> <ul style="list-style-type: none"> <li>★ Unit 3: Dynamic Balance/ Static Balance small base</li> <li>★ Unit 4: Coordination Ball Skills/Bucket Ball/Counter Balance</li> </ul>

## Term 3- Victorian Science

### Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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

Topic	Program of Study	Subject Knowledge	Vocabulary
Victorians	<p><b>Animals including Humans- (Health and Diet; Stages of Growth) -Fitness Fortnight</b></p> <p><b>National Curriculum</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1)</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> <p><b>CLA Program of Study:</b></p> <p><b>My Skeleton</b></p> <ul style="list-style-type: none"> <li>• Understand that the human skeleton is made up of hundreds of bones.</li> <li>• Understand that the skeleton gives our bodies</li> </ul>	<p><b>My Skeleton</b></p> <p>The human skeleton consists of hundreds of bones of different shapes and sizes. The human skeleton has three main functions: to protect organs, to support the body by keeping it upright and to allow movement. The human skeleton consists of hundreds of bones of different shapes and sizes. A bone is a hard, white organ, joined to other bones with connective tissue such as cartilage. Most bones are hollow and contain a soft tissue called bone marrow. Bones consist of living tissue, which is why they can heal after a break. The largest bone in the human body is the femur, or thigh bone, and the smallest bones are the three ossicles in the inner ear.</p> <p>Muscle is a type of tissue capable of contracting. There are three different types of muscle tissue: cardiac, smooth and skeletal. Skeletal muscles enable us to move, and they can be contracted voluntarily and deliberately. Skeletal muscles are attached to the skeleton by tough fibres called tendons. When a muscle contracts, it pulls on the tendon, which in turn pulls on the bone. This causes the bones either side of a joint to move in relation to each other.</p> <p><b>My Heart</b></p> <p>The heart is a muscle about the size of your fist, located a little to the left of the middle of the chest. It is protected by the rib cage. The heart's function is to pump blood around the body. The human heart beats around 60 to 100 times a minute. Cardiac muscle is only found in the heart. The heart is a muscle about the size of your fist, located a little to the left of the middle of the chest. The heart's function is to pump blood around the body via the circulatory system. It beats around 100,000 times a day, which adds up to more than 3 billion beats in the average human lifetime. This makes the heart the hardest working muscle in the human body. The heart is divided into a left side and a right side, each with a different purpose. The right side receives deoxygenated blood from the veins, and pumps this blood into the lungs; the left side receives oxygenated blood from the lungs and pumps it around the body. Each side of the heart has two hollow chambers: the atrium and the ventricle. Blood enters the</p>	<p><b>Skeleton</b></p> <p><b>Bones</b></p> <p><b>Functions</b></p> <p><b>Organs</b></p> <p><b>Support</b></p> <p><b>Movement</b></p> <p><b>Muscle</b></p> <p><b>Tissue</b></p> <p><b>Smooth</b></p> <p><b>Skeletal</b></p> <p><b>Tendons</b></p> <p><b>Heart</b></p> <p><b>Rib cage</b></p> <p><b>Lungs</b></p> <p><b>Veins</b></p> <p><b>Valves</b></p> <p><b>Absorption</b></p> <p><b>Large Intestine</b></p> <p><b>Small Intestine</b></p> <p><b>Skin</b></p> <p><b>Injury</b></p> <p><b>Disease</b></p> <p><b>Scabs</b></p> <p><b>Barrier</b></p>

	<p>their shape.</p> <ul style="list-style-type: none"> <li>• Understand that muscles move our bones.</li> </ul> <p><b>My Heart</b></p> <ul style="list-style-type: none"> <li>• Understand that the heart is like a pump.</li> <li>• Know that the heart pumps blood around the body every time it beats.</li> <li>• Know that the heart beats faster when you exercise.</li> <li>• Be able to perform a simple test and observe whether heart rate is affected by exercise.</li> </ul> <p><b>Digestion</b></p> <ul style="list-style-type: none"> <li>• Understand that digestion is the process of breaking down food to obtain energy.</li> <li>• Know that, once food is eaten, it travels from the mouth to the stomach and then through the intestines.</li> </ul> <p><b>My Skin</b></p> <ul style="list-style-type: none"> <li>• Understand that our skin has many different functions.</li> <li>• Know that blood is made up of red blood cells, white blood cells and platelets.</li> <li>• Know that scabs help our skin to heal after an injury.</li> <li>• Be able to use a magnifying glass to make observations.</li> </ul>	<p>heart via the atria and leaves via the ventricles. Valves ensure that blood always flows in the same direction, and it is the rhythmic closing of these valves that produces the sound of a heartbeat.</p> <p><b>Digestion</b></p> <p>Digestion is the process of breaking down food into particles small enough to be absorbed into the bloodstream. Food gives us energy. After we eat food, it travels from the mouth to the stomach and then through the intestines. Digestion is the process of breaking down food into particles small enough and simple enough to be absorbed into the bloodstream. The human digestive system is a complex body system involving multiple processes and parts of the body. Food enters the body through the mouth, where it is chewed by the teeth and mixed with saliva. The swallowed food is pushed downwards through the oesophagus to the stomach. The oesophagus has muscular walls that contract and relax in a process called peristalsis. The stomach stores food and continues the digestive process by breaking down the food into tiny particles. These particles are then passed into the small intestine and absorbed through the lining and into the bloodstream. They are then transported around the circulatory system to all the body's tissues. Food that cannot be digested easily passes into the large intestine and is eventually passed out of the body as faeces.</p> <p><b>My Skin</b></p> <p>The skin is an organ. Its primary function is to act as a barrier between the environment and the internal organs of the body, protecting them from injury and disease. Blood is made up of three parts: red blood cells, white blood cells and platelets. If the skin is cut, the platelets help to clot the blood, so eventually a scab forms and new skin is produced underneath. The skin is an organ that covers the whole body. Its primary function is to act as a barrier between the environment and the internal organs of the body, protecting them from injury and diseases.</p>	
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Key Assessment Criteria	
Animals Including Humans	<ul style="list-style-type: none"> <li>• I can describe why exercise, a balanced diet and good hygiene are important for humans.</li> <li>• I can explain the main functions of the skeleton</li> <li>• I understand that exercise makes my heart pump faster</li> <li>• I can explain that with every beat the heart is pumping blood around the body</li> <li>• I understand how digestion is where the body breaks down food into energy.</li> <li>• I understand the functions of the skin.</li> </ul>

# Geography

Topic	National Curriculum	Subject Knowledge and Suggested Learning	Vocabulary
Victorians	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul> <p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><b>CLA Program of Study:</b></p> <p><b>Changes in Towns and Cities during Victorian Times</b></p> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they label a diagram or photograph using some geographical words? <b>(use sources of evidence as an enquiry- photographs of Victorian towns and cities)</b></li> <li>Can they find out about a locality by using different sources of evidence? <b>(Maps and Photographs of Victorian Towns)</b></li> <li>Can they find out about a locality by asking some relevant questions to someone else?</li> <li>Can they say what they like and don't like about their locality and another locality like the seaside? <b>(Seaside holidays became popular during the Victorian Times- create a line of enquiry question to explore Victorian holidays)</b></li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Can they describe some human features of a Victorian town or city, such as the jobs people do? <b>(Look into how jobs changed during Victorian times to be more factory based. Would you like to be a child in Victorian times?)</b></li> <li><b>Do they think that the Victorians improved towns and cities? How?</b></li> <li><b>Can they explain what changes the Victorians made to towns and cities? How did the change people's lives?</b></li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>Can they name the major cities of England, Wales, Scotland and Ireland? <b>(Link to main cities where Industrial Revolution was more influential)</b></li> <li>Can they find where they live on a map of the UK?</li> </ul> <p><b>Key Information:</b></p> <p>Britain became the most powerful and richest country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population.</p> <p>Towns and cities got piped water, gas and, by the end of the century, electricity</p> <p>The Industrial Revolution changed Britain from a land of small towns, villages and farms into a land of cities, large towns and factories. The population grew from 16 million in 1801 to over 41 million by 1901 causing a huge demand for food, clothes and housing. . Cities grew fast, as people moved from the countryside to work in factories.</p> <p>Factories and machines were built to meet this demand and new towns grew up, changing the landscape and the ways people lived and worked.</p> <p>Men, women and children worked in factories, and in coal mines. Factory and mine owners became rich, but most factory and mine workers were poor. They were paid low wages, and lived in unhealthy, overcrowded slums.</p> <p>The expansion of steam trains and railways meant people could travel more freely and faster across the country from city to city.</p> <p>Seaside holidays became popular during Victorian times.</p>	<p>Source Enquiry Town City Factory Coal Mine Photograph Map Aerial View Location Job Railway Steam Trains Seaside Population Employment Countryside Wages Slums Pipeworks Empire Donkey Rides Punch and Judy Bathing Machine Bathing Suit</p>

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	Key Assessment Criteria
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>I can label a diagram or photograph using some geographical words.</li> <li>I can find out about a locality by using different sources of evidence.</li> <li>I can ask relevant questions to find out more about a locality.</li> <li>I can say what I like and don't like about a locality and another locality like the seaside.</li> </ul>
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>I can describe some human features of a Victorian town or city, such as the jobs people do.</li> </ul>
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>Can they name the major cities of England, Wales, Scotland and Ireland? (Link to main cities where Industrial Revolution was more influential)</li> <li>Can they find where they live on a map of the UK?</li> </ul>

## History

Topic	National Curriculum	Subject Knowledge and Suggested Learning	Vocabulary
Victorians	<p><b>National Curriculum</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p><b>Pupils should be taught about:</b></p>	<p><b>Victorians - Florence Nightingale (link to local study)</b></p> <p>Children to research the life of Florence Nightingale using a range of sources of evidence and artefacts. This could be conducted or presented in numerous ways based on the children's interests and learning styles. What was significant about Florence Nightingale? What did she do? How did she help people? Why is she famous? This would be a good opportunity to use drama work to create reenactments of life for Florence.</p> <p>Children will also use this topic to research the local area and what it would have been like during Victorian times from the aspects of: buildings, school and education, diet and exercise, entertainment and leisure- this will link to Geography work.</p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like: before I was born, when I was younger?</li> <li>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>Can they use the words 'past' and 'present' accurately?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>Can they sequence events about the life of a famous person?</li> <li>Can they try to work out how long ago an event happened?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? (Florence Nightingale)</li> <li>Can they explain how their local area was different in the past?</li> <li>Can they recount some interesting facts from an historical event, such as the Crimean War?</li> </ul>	<p>Past</p> <p>Present</p> <p>Now</p> <p>Then</p> <p>Crimean War</p> <p>Source</p> <p>Evidence</p> <p>Artefact</p> <p>Photograph</p> <p>Account</p> <p>Recount</p> <p>Chronological Order</p> <p>Period</p> <p>Era</p>

	<ul style="list-style-type: none"> <li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</li> <li>• Can they explain why someone in the past acted in the way they did?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>• Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>• Can they explain why eye-witness accounts may vary?</li> <li>• Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time.</li> </ul> <p><b>Key Information</b>  Florence Nightingale is a famous British nurse who lived from 1820-1910. She helped to make hospitals cleaner, and wrote books about how to be a good nurse.</p> <p>Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research. She began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. She is considered the founder of modern nursing.</p> <ul style="list-style-type: none"> <li>• She was born in Florence, Italy, which is how she got her name!</li> <li>• Her sister's name was Frances Parenthope.</li> <li>• She grew up in Hampshire, and her family was very wealthy.</li> <li>• Her father was also her teacher, and taught her a lot of things that girls wouldn't usually learn, like maths.</li> <li>• Her family didn't want her to become a nurse because they didn't think it was a very nice job to have. But, they saw how much Florence wanted to do it, and her father finally said yes.</li> <li>• She went to nursing school in Germany.</li> <li>• Florence helped to treat wounded soldiers during the Crimean War, and made sure the hospital was clean. The soldiers were very grateful for Florence's kindness.</li> <li>• During the Crimean War, she was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, like water and warm blankets.</li> <li>• She met Queen Victoria in 1883, when she gave Florence the Royal Red Cross to thank her for all of her hard work as a military nurse.</li> <li>• In 1860, she set up the Nightingale Training School at St. Thomas' Hospital in London</li> </ul> <p>Florence was named for the city where she was born – Florence, Italy  She had just one sibling – an older sister named Frances Parenthope  Florence Nightingale's very first patient was a dog! She nursed Cap the sheepdog back to health after his leg was badly bruised, much to the thanks and appreciation of his owner, Roger.</p>	
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		<p>Before Florence left for Turkey, she had a baby pet owl called Athena who she'd carry in her pocket.</p> <p>The soldiers Florence nursed at the hospital in Scutari had a pet tortoise named Jimmy.</p> <p>Florence didn't like having her picture taken or painted, so there aren't many photos or paintings of her around today.</p>	
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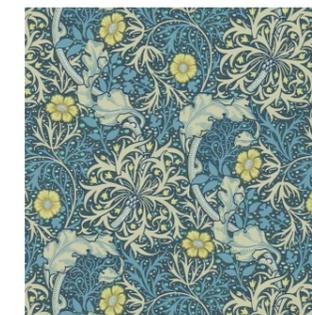
Key Assessment Criteria	
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can use words and phrases like: before I was born, when I was younger.</li> <li>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</li> <li>I can use the words 'past' and 'present' accurately.</li> <li>I can use a range of appropriate words and phrases to describe the past.</li> <li>I can sequence a set of events in chronological order and give reasons for their order.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can sequence events about the life of a famous person.</li> <li>I can try to work out how long ago an event happened.</li> </ul>
<b>Knowledge and interpretation</b>	<ul style="list-style-type: none"> <li>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. (Florence Nightingale/Thomas Barnado)</li> <li>I can explain how my local area was different in the past.</li> <li>I can recount some interesting facts from an historical event, such as the Crimean War.</li> <li>I can explain why Britain has a special history by naming some famous events and some famous people.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.</li> <li>I can explain why someone in the past acted in the way they did.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can find out something about the past by talking to an older person.</li> <li>I can answer questions by using a specific source, such as an information book.</li> <li>I can research the life of a famous Briton from the past using different resources to help them.</li> <li>I can research about a famous event that happens in Britain and why it has been happening for some time.</li> <li>I can research the life of someone who used to live in their area using the Internet and other sources to find out about them.</li> </ul> <p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>I can say at least two ways they can find out about the past, for example using books and the internet.</li> <li>I can explain why eye-witness accounts may vary.</li> <li>I can research about a famous event that happens somewhere else in the world and why it has been happening for some time.</li> </ul>

## Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Victorians	<p>KS1 National Curriculum</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> </ul>	<p><b>William Morris- Victorian Wallpaper</b></p> <p>(Children to conduct research into different wallpaper patterns by William Morris. Why did wallpaper become popular during the Victorian times? Children to annotate examples in their sketchbook and say what they like and dislike in terms of colours, shapes, patterns etc. Children to use William Morris' examples to design their own wallpaper repeating pattern.</p>



	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<p><b>Using polystyrene tiles children to carefully draw and cut out 3-4 simple shapes e.g. leaf, flower, bird (in the style of William Morris) which can then be stuck to thick cardboard or similar to create their own stamping tool. Using the stamping tool and acrylic or poster paints children to begin to sample different effects and arrangements of the shapes in their sketchbooks which they can evaluate. This will build upto children creating a final wallpaper design on art paper).</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Can they design their own printing block?</li> <li>Can they create a repeating pattern?</li> <li>Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>Can they create a print like a designer?</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>Can they begin to demonstrate their ideas through photographs and in their sketchbooks?</li> <li>Can they set out their ideas, using 'annotation' in their sketchbooks?</li> <li>Do they keep notes in their sketchbook as to how they have changed their work?</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Can they link colours to natural and man-made objects?</li> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> </ul>
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	Key Assessment Criteria
Printing	<ul style="list-style-type: none"> <li>I can design my own printing block.</li> <li>I can create a repeating pattern.</li> <li>I can create a print using pressing, rolling, rubbing and stamping.</li> <li>I can create a print like a designer.</li> </ul>
Sketchbooks	<ul style="list-style-type: none"> <li>I can begin to demonstrate my ideas through photographs and in my sketchbooks.</li> <li>I can set out my ideas, using 'annotation' in my sketchbooks.</li> <li>I can keep notes in my sketchbook as to how I have changed my work.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>I can link colours to natural and man-made objects.</li> <li>I can say how other artist/craft maker/designer have used colour, pattern and shape.</li> </ul>

## Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Victorians	<p><b>National Curriculum</b>  <b>When designing and making, pupils should be taught to:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and</li> </ul>	<p><b>Mechanisms (Victorian Moving toy/Moving Vehicle)</b>            (Children to research, design, make and evaluate their own Victorian moving toy or vehicle. Children to design their product, in their topic books, after conducting research on different Victorian toys or vehicles they would like to create. Children to label their designs with the materials and tools they will use. Children will add detail and decoration to their product. In their topic books, children to evaluate their final product.)</p> <p><b>TRANSFERABLE SKILLS ACROSS DESIGN &amp; TECHNOLOGY:</b>  <b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they think of ideas and plan what to do next?</li> <li>Can they choose the best tools and materials? Can they give a reason why these are best?</li> <li>Can they describe their design by using pictures, diagrams, models and words?</li> </ul>



	finishing] <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>	<b>Working with tools, equipment, materials and components to make quality products</b> <ul style="list-style-type: none"> <li>Can they join things (materials/ components) together in different ways?</li> </ul> <b>Evaluating processes and products</b> <ul style="list-style-type: none"> <li>Can they explain what went well with their work?</li> <li>If they did it again, can they explain what they would improve?</li> </ul> <b>SPECIFIC SKILLS TO THIS TOPIC:</b> <b>Mechanisms</b> <ul style="list-style-type: none"> <li>Can they join materials together as part of a moving product?</li> <li>Can they add some kind of design to their product?</li> </ul> <b>Use of materials</b> <ul style="list-style-type: none"> <li>Can they measure materials to use in a model or structure?</li> <li>Can they join material in different ways?</li> <li>Can they use joining, folding or rolling to make it stronger?</li> </ul>
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Key Assessment Criteria	
<b>Victorians</b>	<b>Mechanisms</b> <ul style="list-style-type: none"> <li>I can join materials together as part of a moving product.</li> <li>I can add some kind of design to my product.</li> </ul>
	<b>Use of materials</b> <ul style="list-style-type: none"> <li>I can measure materials to use in a model or structure.</li> <li>I can join material in different ways.</li> <li>I can use joining, folding or rolling to make it stronger.</li> </ul>

## Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
<b>Victorians</b>	<b>National Curriculum</b>  <b>Pupils should be taught to:</b> <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</li> </ul>	<b>We are photographers-</b> (As part of the history and geography research on Victorian life children to stage Victorian style family portraits and use their photography skills to take, edit photos to create a class Victorian photo album). <ul style="list-style-type: none"> <li>To take photos.</li> <li>To take photos that are in focus.</li> <li>To take high quality photos.</li> <li>To decide if a photo is worth keeping.</li> <li>To edit photos.</li> <li>To edit photos to make them look better.</li> <li>To choose my best photos for our class collection.</li> <li>To talk about how I took, edited and chose my best photo</li> <li>To give helpful feedback to my friends.</li> </ul>

	<p>behaviour of simple programs</p> <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>	<p><b>E-Safety</b> We are photographers. The children learn that once images are posted online, it's impossible to control what happens to them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. The children learn how to minimise these risks, and learn what they should do if they have concerns about images they encounter on the web. The children also learn about what is acceptable and unacceptable to photograph, for example, that it is usually not a good idea to take or share photographs in which children can be identified, or that might reflect badly on the school.</p> <p><b>We are researchers- (Use as part of pre and post assessment for Titanic research- then present research about the Titanic).</b></p> <ul style="list-style-type: none"> <li>• To add questions to a mind map.</li> <li>• To organise questions in my mind map.</li> <li>• To find information to add to my mind map.</li> <li>• To use search engines.</li> <li>• To use the web to find information.</li> <li>• To understand that it is important to say where I found information.</li> <li>• To understand that there are some images I can copy and some that I can't.</li> <li>• To find images and add them to my presentation.</li> <li>• To create a presentation that shows my research.</li> <li>• To use my presentation to teach others about a topic.</li> <li>• To make my presentation fun and interesting.</li> <li>• To present my information clearly</li> </ul> <p><b>E-Safety</b> We are researchers The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google or Bing and school internet access is filtered.</p>
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Key Assessment Criteria	
<b>Photographers</b>	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
<b>Researchers</b>	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

## Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Victorians	<p><b>National Curriculum</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and</li> </ul>	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p><b>Zootime-Reggae</b></p> <p><b>Suggested Links-</b> Animals, poetry and the historical context of musical styles.</p>

	<p>recorded music</p> <ul style="list-style-type: none"> <li>● experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p><b>CLA Program of Study:</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>● Do they sing and follow the melody (tune)?</li> <li>● Do they sing accurately at a given pitch?</li> <li>● Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>● Can they perform with others?</li> <li>● Can they play simple rhythmic patterns on an instrument?</li> <li>● Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>● Can they order sounds to create a beginning, middle and end?</li> <li>● Can they create music in response to &lt;different starting points&gt;?</li> <li>● Can they choose sounds which create an effect?</li> <li>● Can they use symbols to represent sounds?</li> <li>● Can they make connections between notations and musical sounds?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>● Can they improve their own work?</li> <li>● Can they listen out for particular things when listening to music?</li> </ul>	<p><b>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</b></p> <p><b>Reflect, Rewind, Replay-Western Classical music and your choice from Year 2</b></p> <p><b>Suggested Links-</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
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Key Assessment Criteria	
Zootime	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>● I can sing and follow the melody (tune).</li> <li>● I can sing accurately at a given pitch.</li> <li>● I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>● I can perform with others.</li> <li>● I can play simple rhythmic patterns on an instrument.</li> <li>● I can sing/clap a pulse increasing or decreasing in tempo.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>● I can order sounds to create a beginning, middle and end.</li> <li>● I can create music in response to &lt;different starting points&gt;.</li> <li>● I can choose sounds which create an effect.</li> <li>● I can use symbols to represent sounds.</li> <li>● I can make connections between notations and musical sounds.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>● I can improve my own work.</li> <li>● I can listen out for particular things when listening to music.</li> </ul>
Reflect, Rewind and Replay	

**R.E.**

Topic	Program of Study
Islam	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p><b>A. beliefs, teachings and sources</b>  <b>B. practices and ways of life</b>  <b>C. forms of expressing meaning</b>  <b>D. identity, diversity, belonging</b>  <b>E. meaning, purpose and truth</b>  <b>F. values and commitments</b></p> <p><b>Term 3a-Islam</b></p> <ul style="list-style-type: none"> <li>★ <b>Theme/Concept:</b> Community and Belonging</li> <li>★ <b>Enquiry Question:</b> Does going to mosque give Muslims a sense of belonging?</li> <li>★ <b>SMSC-</b> Spiritual, Cultural</li> <li>★ <b>British Values-</b>Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.</li> </ul>
Islam	<p><b>Term 3b-Islam</b></p> <ul style="list-style-type: none"> <li>★ <b>Theme/Concept:</b> Hajj</li> <li>★ <b>Enquiry Question:</b> Does completing Hajj make a person a better Muslim?</li> <li>★ <b>SMSC-</b> Spiritual, Moral, Cultural</li> <li>★ <b>British Values-</b>Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs.</li> </ul>

	Key Assessment Criteria
Term 3A	<p><b>Does going to a mosque give Muslims a sense of belonging?</b></p> <hr/> <p><b>WORKING TOWARDS</b></p> <p>I can start to explain how it feels to belong.  I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.  I can start to explain when Muslims might feel like they belong.</p> <hr/> <p><b>Year 2 expectation WORKING AT</b></p> <p>I can understand how meeting in a certain place could make me feel like I belong.  I can explain what happens when Muslims pray alone or at the mosque.</p>

	<p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>
	<p><b>WORKING BEYOND</b></p> <p>I can explain how carrying out actions that are important to my group helps to remind me that I belong.</p> <p>I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>

Key Assessment Criteria	
Term 3B	<p><b>Does completing Hajj make a person a better Muslim?</b></p> <p><b>WORKING TOWARDS</b></p> <p>I can tell you about a special journey I have made.</p> <p>I can use the right words to tell you about some parts of the Hajj.</p> <p>I can start to imagine how it might feel to be on the Hajj.</p> <p><b>Year 2 expectation WORKING AT</b></p> <p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p><b>WORKING BEYOND</b></p> <p>I can explain why a journey was special to me and how I felt about it.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>

## PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Victorians	<p><b>Philosophy for Children – The Process</b></p> <ul style="list-style-type: none"> <li>● <b>Warm-up</b> -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used.</li> <li>● <b>Presentation of stimulus</b> -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful.</li> <li>● <b>Thinking time/conversation</b>- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class.</li> <li>● <b>Formulation of questions</b>- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class.</li> <li>● <b>Airing of questions</b>-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up.</li> <li>● <b>Selection (voting)</b>- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used.</li> <li>● <b>First words</b>-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it.</li> <li>● <b>Building</b>-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed.</li> <li>● <b>Final thoughts</b>- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged.</li> <li>● <b>Review/plan</b>-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry.</li> </ul> <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p> <ul style="list-style-type: none"> <li>★ Would you rather be a child in Victorian times or now?</li> <li>★ Where the Victorians cruel?</li> <li>★ Were the Victorians revolutionary?</li> </ul> <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>

## M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Victorians	National Curriculum-N/A	<p>Using the La Jolie Ronde 'Little Languages' Year 1 Program of Study for FRENCH- using songs, games and resources from the program. Children will be working purely on oral practise at this stage and reading some words but not recording or writing words.</p> <p>10-20 minutes of learning which may be repeated during the week. Follow weekly overview weeks 24-30:</p>

		<ul style="list-style-type: none"> <li>★ The seaside exploring physical and human features; making links between English and the foreign language</li> <li>★ The seaside; comparing the coastline at home and abroad</li> <li>★ The seaside; how a foreign resort has changed over the last century; enjoying a traditional song</li> <li>★ Buying food at the seaside</li> <li>★ Buying food at the seaside; recalling and reusing language</li> <li>★ Buying food at the seaside; presenting a mini role play</li> <li>★ A holiday song</li> </ul>
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## P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Victorians	<p><b>National Curriculum</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns</li> </ul>	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.</p> <ul style="list-style-type: none"> <li>★ Unit 5: Coordination with Equipment/ Hockey, Tennis, Agility, Football</li> <li>★ Unit 6: Agility, Ball Chasing/Football/Basketball/Static Balance/Athletics</li> </ul>