

Rural Church Schools Academy Trust

Year 2 Curriculum

LET YOUR LIGHT SHINE

Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – '**Let your Light shine**' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

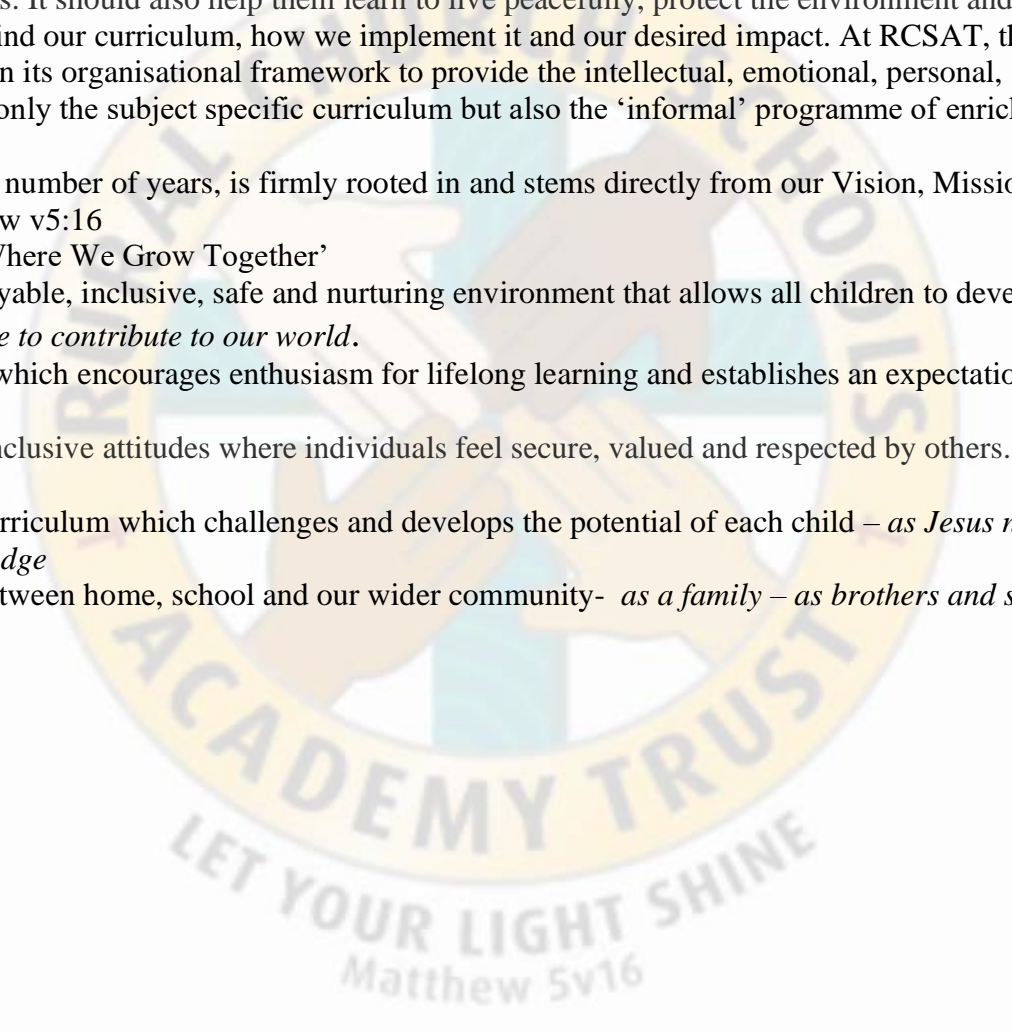
Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*



The RCSAT curriculum is designed to
Embody - the Christian values we live by
Enable – all children to flourish in mind, body and spirit
Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’

Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child’s individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children’s natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

Inspirational and connected curriculum which instils a love of learning
 Curiosity and appreciation of God’s world through our Christian Values

A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)

Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children’s emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children’s long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from key questions linked to a specific concept which then underpins the children’s learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

The image shows a grid of educational resources for PSHE and Pastoral. The grid is organized into columns and rows. The left column lists subjects: Reading, Writing, Spelling & Grammar, Speaking, Maths, Science, History, and Geography. The right column lists subjects: Religious Education, Art, Design & Technology, Computing & E-safety, Music, Physical Education, Modern Foreign Languages, and Early Years Curriculum. The central content includes:

- Top Left:** A list of bullet points: "Loving God, loving and accepting ourselves and loving and responding well to others", "A joy of learning", "A peaceful classroom environment", "Kindness and generosity towards others", "Gentle interactions", "Patience and understanding", "Excellent behaviour and positive attitudes".
- Top Right:** A heart diagram with a cross in the center. Text around the heart: "Don't forget to let love in", "Get Heartsmart", "Don't rub it in, rub it out", "No way through isn't true", "Too much self isn't healthy", "Fake is a mistake".
- Middle Left:** Text: "The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control Galatians 5: 22-23". Below this is a tree diagram with fruit labeled with virtues: Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness, and Self Control. Below the tree is the text "GROWING THE FRUIT OF THE SPIRIT".
- Middle Right:** Text: "Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race." Below this is the text: "Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself. Matthew 22: 36-40".
- Bottom Right:** A list of bullet points: "Positive relationships", "High levels of praise", "Love and care for others", "Learning from mistakes", "Fostering a growth mindset & perseverance", "Equal opportunity for all pupils", "Nurturing positive self-esteem".
- Bottom Center:** Text: "Christian Distinctiveness".

Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum;

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.

Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a ‘Science’ based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.


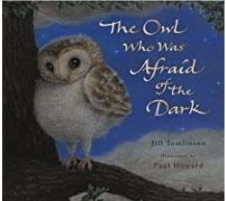

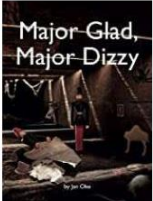

Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.






Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the ‘hidden curriculum’) such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil’s knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school’s vision and to learn about the ‘*person, love & work of Jesus*’ which is central to the school’s vision and curriculum The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued high

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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|  |  |  |  |  |  |  |
| | Focus: Fiction, character focus STEM links | Focus: <u>Non chronological</u> reports Geography links | Focus: Fiction, adventure focus Geography links | Focus: Recount, diary entry History links | Focus: Letters, writing in role Geography links | Focus: Fiction, moral focus Geography and History links |

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Texts | Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald | The Owl who was afraid of the Dark by Jill Tomlinson The Owl who was afraid of the dark by Jill Tomlinson (chapters) | Dragon Machine by Helen Ward The Dragon Sitter series by Josh Lacey | Recommended revision unit on Great Fire of London. www.literacycompany.co.uk Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton | The Last Wolf by Mini Grey Fantastic Mr Fox by Roald Dahl | Grandads Secret Giant by David Litchfield The BFG by Roald Dahl | |
| Writing outcome | Outcome Fiction: story with focus on Characters Greater Depth Story about two independently invented contrasting characters who swap places | Outcome Non – chronological report: report about Owls Greater depth Alter the layout to include own subheadings and extra features | Outcome Fiction: story with adventure focus Extension: Instructions Greater depth Story written in 1 st person | Outcome Recount: diary entry from point of view of a toy Greater depth Recount: diary entry from point of view of one of the children | Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g.local MP | Outcome Fiction: story with moral- focus Greater depth Story from the point of view of the giant | |
| Topic headings | Land, Sea and Sky. | | What can we learn from events in the past? | | How can we look after our environment and community? | | |
| Courageous advocate | RSPB | | Barnados | | Environmental/Deforestation/ conservation | | |
| SCIENCE | | | | | | | |
| Science End Points | Living things and Habitats: explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. | | Materials: identify and compare the suitability of a variety of everyday materials, for particular uses and find out how the shapes of solid objects made from some materials can be changed. | | Animals including humans: notice that animals, including humans, have offspring which grow into adults and find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Plants: observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow. | | |
| Curriculum Objectives | Living things and their habitats ① Explore and compare the differences between living, dead and non- living things. ② Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ③ Identify and name a variety of plants and animals in their habitats including micro-habitats. ④ 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. | | Uses of everyday materials ① Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ② Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | | Animals including humans ① Notice that animals, including humans, have offspring which grow in to adult ② Find out about and describe the basic needs of animals, including humans, for survival (food, water, air). ③ Describe the importance of exercise to humans, eating the right amounts of different types of foods, and hygiene. | Plants (Trees) ① Observe and describe how bulbs and seeds grow into mature plants. ② Find out and describe how plants need water, light and a suitable temperature to grow | |
| Working Scientifically | <ul style="list-style-type: none"> ① Ask a range of simple questions about what is noticed. ② Observe things closely using simple equipment. ③ Perform a range of simple tests. ④ Identify and classify things in the natural and humanly constructed world. ⑤ Use a range of observations and ideas to suggest answers to questions. ⑥ Gather and record data to help in answering questions | |  |  |  |  |  |
| HISTORY | | | | | | | |

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| History End Points | | To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today. | | Events beyond living memory Timeline significant events – To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London are different today because of it. | Significant historical events, significant people and places in their own locality – Chester Zoo. |
| Curriculum objectives | | Events beyond living memory that are significant nationally/globally (Gun Powder Plot) ② Know where events and people I have studies fit on a basic timeline. ② Give cause of an event and give a reason why people in the past acted as they did. ② Place events and artefacts in order on a time line. ② Label time lines with words or phrases such as: past, present, older and newer. | | Events beyond living memory that are significant nationally/globally (Great Fire of London) ② Know where events and people I have studies fit on a basic timeline. ② Similarities and differences between ways of life. ② Place events and artefacts in order on a time line. ② Label time lines with words or phrases such as: past, present, older and newer. ② Recount changes that have occurred in their own lives. | Local History study ② The history of Chester Zoo -when it was founded, who it was founded by and the history of the animals that called the zoo their home ② Tell the past is different from today and explore how Chester Zoo has changes over time ② Discuss changes that have happened in their own lifetime (new animals) ② Use historical resources to ask simple questions – why, when, who |
| History enquiry skills | ② Observe or handle evidence (artefacts, pictures, online sources) to ask questions and find answers to questions about the past. ② Ask questions such as: What was it like for people? What happened? How long ago? ② Develop chronological understanding. ② Recognise that there are reasons why people in the past acted as they did. | | | | |

GEOGRAPHY

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| Geography End Points | | To identify the United Kingdom through maps, atlases and globes and to compare a small area of the UK to a contrasting non-European country comparing their land use, communities and connections to describe life on these islands (another location where owls live) World's seven continents and 5 oceans. Which continents have owls on? | Birds eye view – link to maps and globes Four countries and capitals in the UK and surrounding seas Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley | | Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world | Human and physical geography of local area Physical features: forest, hill, vegetation, soil, river Human features: city, town, village, factory, farm, house, office, shop Animal habitats |
| Curriculum objectives | | Place Knowledge Compare and contrast physical similarities and differences of a small area of Nantwich against a small area in a contrasting non-European country Locational Knowledge Name, locate and identify United Kingdom surrounding seas Capital cities of 4 countries. Locational Knowledge Name and locate the world's seven continents and 5 oceans | Human and Physical Geography Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. | | Human and Physical Geography Analysis of the seasonal and daily weather patterns in the UK (compared to Non EU country) | Human and Physical Geography Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. |

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| Geography Fieldwork and skills | <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of Bunbury school and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional language |
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- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

DESIGN and TECHNOLOGY

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| D&T End Points | Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Free standing Structures: Bridges | Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Food preparation: Prepare a suitable fat ball to feed owls | Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining: Dragon Puppets (Link with art textiles) | | Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining: Planters | |
| Curriculum objectives | <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products/materials for strength and suitability • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use joining and fixing techniques • Know and use technical vocabulary relevant to the project. | <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of bird feeders • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of ingredients according to their suitability e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know and use technical and sensory vocabulary relevant to the project. | <p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project | | <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project. | |

ART

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| Art End Points | Using Troll Swap Illustrator as inspiration Leigh Hodgkinson https://www.leighhodgkinson.co.uk/ Large collaborative collages Colour mixing Line/texture/collage/inks Work with a partner to produce a large collage using a range of media, responding to and taking idea from the Troll Swap illustrations. | Observational drawings of owls. Printing Pen/ink/collage Partner pieces I can develop my own Owl mixed media drawing using direct observation and a range of media. I can improve and develop my own work over time. | Dragon Eyes: experiment with a wider range of media: pencils, pastels, chalk and ballpoints. | Collage/inks/pen/pastel Fire of London – printing. Use a variety of tools including brushstrokes. Experiment with different paint techniques. | Charcoal Wolves April Coppini https://aprilcoppini.com/about/ Drawing techniques. Charcoal/inks Gustav Klimt Landscapes/forests/mixed media My charcoal wolf has been completed using a range of techniques, with care and precision. | Creating a class/school/locality mural – what would we add to our mural? Printing with a range of soft and hard materials. Repeated patterns. Use simple graphics packages to create images and effects. Use a wider variety of tools Use a wider range of tools to set, size, colour and shape. |
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| Curriculum objectives | <ul style="list-style-type: none"> *Use a variety of tools including different brush types. *Experiment with different paint techniques e.g. layering, and scrapping through. *Name different types of paint and their properties. Colour *Mix primary shades and tones. Texture *Create textured paint by adding sand, plaster etc. *Work on large scales. Colour *Collect, sort, name and match colours appropriate for an image. Shape *Create and arrange shapes appropriately. Texture *Select and use textured paper for an image. | <ul style="list-style-type: none"> * Experiment with a wider variety of media: pencils, pastels, chalk and ballpoints. *Control the types of marks made with a range of media. Lines and Marks *Draw on different surfaces with a range of media. Shape *Closely observe and draw shapes. *Draw shapes in between objects. Tone *Investigate tone by drawing light and dark lines, shapes and patterns | <ul style="list-style-type: none"> * Experiment with a wider variety of media: pencils, pastels, chalk and ballpoints. *Control the types of marks made with a range of media. Lines and Marks *Draw on different surfaces with a range of media. Shape *Closely observe and draw shapes. *Draw shapes in between objects. Tone *Investigate tone by drawing light and dark lines, shapes and patterns | <ul style="list-style-type: none"> *Work on large scales. Colour *Collect, sort, name and match colours appropriate for an image. Shape *Create and arrange shapes appropriately. Texture *Select and use textured paper for an image. *Print with a range of soft and hard materials. *Make simple prints i.e. mono-printing. *Create simple printing blocks with press print. *Design repeated patterns (using printing techniques). Colour | <ul style="list-style-type: none"> Experiment with a wider variety of media: pencils, pastels, chalk and ballpoints. *Control the types of marks made with a range of media. Lines and Marks *Draw on different surfaces with a range of media. Shape *Closely observe and draw shapes. *Draw shapes in between objects. Tone *Investigate tone by drawing light and dark lines, shapes and patterns. | <ul style="list-style-type: none"> *Use a simple graphics package to create images and effects. *Use a wider variety of tools, such as brushes, pens, erasers, stamps and shapes. *Use a wider range of tools to set the size, colour and shape. *Change the size of brushes in response to ideas. *Use cropping tools. *Print with a range of soft and hard materials. *Make simple prints i.e. mono-printing. *Create simple printing blocks with press print. *Design repeated patterns (using printing techniques). Colour |
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MUSIC – SING UP

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| Music End Points | Carnival of the Animals: Focus: Timbre, tempo, dynamics, pitch, classical music. | Composing music inspired by Bird Song: Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. | Orawa: Focus: Beat, rhythm, repetition, structure, 20th century classical music. | Trains: Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto). | Swing a long with Shostakovich: Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. | Charlie Chaplin: Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). |
| Curriculum objectives | <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal’s character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. | <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments | <ul style="list-style-type: none"> • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. | <ul style="list-style-type: none"> • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles. | <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns (‘walk’, ‘jogging’, ‘skippy’). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. | <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. |

COMPUTING

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| Computing End points Purple Mash | Unit 2.1 Coding | Unit 2.2 online safety Unit 2.3 spreadsheets | Unit 2.4 Questioning Recap unit 2.2 online safety | Unit 2.5 Effective Searching | Unit 2.6 Creating Pictures Recap unit 2.2 online safety | Unit 2.7 Making Music Unit 2.8 Presenting Ideas |
| Curriculum objectives | <ul style="list-style-type: none"> To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in | <ul style="list-style-type: none"> To know how to refine searches using the Search tool. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations. To understand how we should talk to others in an online situation. | <ul style="list-style-type: none"> To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. | <ul style="list-style-type: none"> To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. | <ul style="list-style-type: none"> To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage | <ul style="list-style-type: none"> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes |

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| | code. To understand the function of buttons in a program. To understand and debug simple programs. | To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure. To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and | | | | |
| PE: COMPLETE PE | | | | | | |
| PE End points | Locomotion: Dodging Gymnastics: Linking | Ball skills: Hands 1 Gymnastics: Pathways | Ball skills: Feet Dance: Water | Ball skills: Hands 2 Dance: Explorers | Locomotion: Jumping Games for understanding | Team Building Health and Well being |
| Curriculum objectives | Locomotion: Dodging <ul style="list-style-type: none"> • Explore dodging • Develop dodging • Apply dodging: Explore attacking and defending • Apply dodging in teams Linking <ul style="list-style-type: none"> • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance | Ball Skills Hands 1 <ul style="list-style-type: none"> • Develop dribbling/ passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling/passing and receiving to score a point • Combine dribbling, passing and receiving to score a point Pathways <ul style="list-style-type: none"> • Explore/develop zigzag pathways/on apparatus • Explore/develop curved pathways/on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance | Ball Skills Feet <ul style="list-style-type: none"> • Develop dribbling/ passing/receiving, keeping possession • Combine dribbling, passing and receiving, keeping possession/to score a point • Apply dribbling, passing and receiving as a team to score a point Water <ul style="list-style-type: none"> • Responding to stimuli • Developing whole group movement • Improvisation and physical descriptions • Creating contrasting movement sequences • Sequences, relationships and performance | Ball Skills Hands 2 <ul style="list-style-type: none"> • Consolidate pupils application and understanding of underarm throwing • Applying the underarm and overarm throw to win a game • Applying the underarm throw to beat an opponent Exploring <ul style="list-style-type: none"> • Responding to stimuli • Developing our motif with expression and emotion • Applying choreography in our motifs • Extending our motifs • Sequences, relationships and performance | Locomotion: Jumping <ul style="list-style-type: none"> • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations Games For Understanding <ul style="list-style-type: none"> • Attacking/defending as a team • Understanding the transition between defence and attack • Create and apply attacking/ defensive tactics | Team Building <ul style="list-style-type: none"> • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork Health and Wellbeing <ul style="list-style-type: none"> • Consolidate agility • Consolidate balancing: Explore balancing on apparatus • Introduce and explore coordination: Dribbling and kicking |

