

Formal curriculum KS2 curriculum Framework

Areas of learning		2020/2021				
Term	Autumn	Spring		Summer		
Communication	English	All lessons will include activities designed to further develop speaking and listening, attention and understanding as well as reading and writing. The theme will be used to facilitate this learning.				
	<p>Topic: Fairy Tales:</p> <ul style="list-style-type: none"> Focus on role play Suggested stories: <ul style="list-style-type: none"> Three Little Pigs Goldilocks Red Riding Hood The Frog Prince. 	<p>Topic: Sequencing and predicting</p> <p>Focus on modern classic texts such as:</p> <ul style="list-style-type: none"> Whatever Next Pig in a Pond Going on a Bear Hunt Where the Wild Things Are 	<p>LA. Topic: Identifying nouns and verbs</p> <p>Matching images of nouns to symbols; namely food, places and people</p> <p>Identifying verbs - matching</p> <p>photographs of verbs images.</p> <p>HA. Topic: Planning an event e.g. a sale for a charity, a party invitations, letters, thank you letters, shopping lists, making posters, flyers, menus, labels, lists, captions</p>	<p>Topic: Rhyming Pairs</p> <p>LA. Nursery Rhymes e.g. Humpty Dumpty, Incey Wincey Spider, Jack and Jill</p> <p>HA. Fiction books by Nik Sherratt and/or poems by Michael Rosen</p>	<p>Topic: Books by the Same Author</p> <p>Suggested authors:</p> <ul style="list-style-type: none"> Anthony Browne, Jez Alborough Roald Dahl <p>To recall information, describe characters and sequence stories.</p>	<p>Topic: Prepositions in action:</p> <p>Using symbols, sign along, role play to understand prepositions in stories and in real life.</p> <p>HA. Opposites and using prepositions in creative writing.</p> <p>Using prepositions when writing instructions and when retelling events that have taken place e.g. diary accounts - The Diary of a Killer Cat by Anne Fine</p>
Learning and understanding	Maths	Number is taught in every lesson throughout the year.				
	<p>Routine and Time: Understanding everyday routine.</p> <p>Length: Comparison of height, length and how we measure it.</p>	<p>Routine and Time: Days of the Week, yesterday, today, tomorrow.</p> <p>Mass: Comparison of weight and how we measure it.</p>	<p>Routine and Time: Months of the Year, Seasons.</p> <p>Capacity: Comparison of capacity and how we measure it.</p>	<p>Money: Understanding what money is and experiencing money exchange activities.</p> <p>Position, Movement and Direction: understanding prepositions, direction.</p>	<p>Money: Recognising coins, understanding the value of coins.</p> <p>2D Shapes and Colour: Identifying 2D Shapes recognising shapes in the community.</p>	<p>Money: Recognising notes, understanding the value of notes.</p> <p>Handling data: Introduction to tally graphs and pictograms and understanding how to collect data.</p>

<p>History</p>	<p>Ancient Egypt: explore who the ancient Egyptians were and experience daily life, such as writing materials, foods and what happened to people after death. (Visit British Museum)</p>	<p>Anniversaries and celebrations; Remembrance Day, Bonfire and Diwali.</p>	<p>Victorian Britain: learn about Florence Nightingale and children at work & School.</p>	<p>Taught in rotation with Geography; is taught in the first half of the academic year.</p>		
<p>Geography</p>	<p>Taught in rotation with History; is taught in the second half of the academic year.</p>			<p>Investigating the Geography of our School – examine routes and maps around the school.</p>	<p>Jobs people do – investigating different jobs in the local community and jobs that help us; (Visit a place of work or work alongside someone at school).</p>	<p>Going to the countryside: Explore physical features in the immediate and local environment. (Visit Black park)</p>
<p>Science</p>	<p>Space: we explore the earth, moon and sun in relation to one another using models and visual effects. We look at how day and night are formed. and then explore how the seasons are formed. We also look at the phases of the moon.</p>	<p>Forces & Motion: We use lots of hands on experiments, to explore different forces including pushing and pulling. We explore using different types of motion at different speeds with lots of fun activities.</p>	<p>Seasons: exploring the weather through seasonal changes, types of weather and clothes. We look at the clothes we wear t in different seasons and play interactive games to consolidate our learning.</p>	<p>Rocks: discovering how rocks are formed through simple experiments. Going on field trips in the locality to dig for rocks and make comparisons by identifying the similarities and differences that we find.</p>	<p>Plants & lifecycles: students start by looking at the lifecycle of a plant and identifying the various parts. We then explore the school garden looking at where different crops grow (ground, shrub or tree) and explore the differences and similarities between them.</p>	<p>Healthy Living: we explore healthy living through our senses and how to protect them through a range of activities. We look at healthy eating and how to look after our bodies.</p>
<p>RE</p>	<p>Students investigate religious topics through a variety of activities and experiences appropriate for their level. Students are learning to recognise religious celebrations, discovering God’s presence in our everyday life. RE lessons are planned in a variety of settings (including the Peace Garden, chapel, school playgrounds, visits to local church) and enriched by elements of prayer and simple meditation</p>					
<p>Domestic church: God’s dream for every family. Recognising that God lives in our homes. Belonging: investigating signs and symbols used during the sacrament of Baptism.</p>		<p>World faiths: Hinduism Diwali Celebrations. Advent/Christmas: God’s gift of Love & friendship with Jesus. Bible Story</p>	<p>Local Church: people, priest, recognising God’s helpers in our local community. <i>Visit local churches, meeting with a priest.</i> Reconciliation: God's gift of love, Bible Story Lost Sheep.</p>	<p>World faiths: Judaism. Story of Moses and Exodus. Investigating traditional Passover food. Lent/Easter: Investigating and celebrating growth to new life. Planting</p>	<p>Pentecost: Investigating and discovering the transforming power of the Holy Spirit. Eucharist: Bible Story: Last Supper. Jesus celebrates Passover and transforms old Jewish</p>	<p>Kingdom of God: Bible Story. investigating one from the 7 Parables about God’s Kingdom. Universal church: joining one of CAFOD’s projects for this year.</p>

			Nativity by St Matthew.		seeds - symbols of new life.	rituals into new sacrament. Mass, the living memorial of Jesus' sacrifice.	
	Computing	Information Technology: Students will engage in activities that encourage visual and verbal storytelling using apps that will allow students to record their own voice to tell stories or colour or draw images. App: Draw and Tell HD.		Digital Literacy: Students learn about being responsible and respectful on the use of technology. They will learn about online behaviour through stories, which demonstrate behaviours that are safe and unsafe.		Computer Science: Students use a Bee-bot or a blue bot to learn about simple cause and effect and basic programming. Students will develop basic directional language and relative direction of the robot. Students will use visual programming languages such as 2Go (purple mash) and Scratch Jr, to introduce and develop visual programming skills.	
Independence	Independent living skills	Personal Hygiene: Students learn about different parts of their body, their function and how to keep them clean, what products to use on each part of the body and our preferences in these. In the second half of the term students learn about personal appearance and what contributes to it, for example clothing (type and state), hygiene and body language.		Cleaning: Focussing on our own environment at school e.g. classroom and the things we do to keep it clean and tidy. Gaining the skills needed to use different cleaning equipment independently including dustpan/brush, vacuum, emptying bins and keeping personal belongings tidy.		Clothing and dressing: Students learn about the types of clothing (including footwear) for seasons, jobs, occasions and leisure activities. Students learn to put on and take off different types of clothing. They examine a range of different clothing, for example a pancho and wellington boots.	
Relating and interacting	PSHE/C	Understanding Emotion: Students learn to identify different emotions so that they are able to recognise their own and the emotions of others. Belonging to groups: Students identify the different classes (groups) in the school so that they begin to understand about belonging to different groups and the value of belonging to a group as well as the pitfalls which can be associated with belonging to a group.		Respectful relationships: Students learn about different kinds of relationships and the expected interactions between people in these relationships; what makes a positive and negative relationship? Making Choices: Students learn to identify things they like and things they don't like and learn to communicate these in an appropriate manner.		Keeping ourselves healthy: Students learn about their bodies and begin to explore differences between young people at different ages. Keeping ourselves healthy Students explore different types of foods and learn to categorize them; healthy and unhealthy. They begin to learn the reasons why some foods are considered healthy or unhealthy.	

Leisure and well being	Art	<p>Colour Chaos: Students explore the life and work of 2 key abstract artists, working primarily in paint to create original pieces of art using a range of abstract styles. The students will learn about primary colours, exploring the different art equipment and understanding its purpose. They will explore a variety of basic mark making using a range of mediums, paint, charcoal, pencil. They will experiment with mixing colours to achieve light and dark. The students will explore the works of the artist Wassily Kandinsky, developing skills in creating circle patterns. In the second half of the term the students will explore the works of the artist Piet Mondrian, block colours, horizontal and vertical lines. They will experiment in print making with household objects. The students will begin to describe colours and how colours make me feel.</p>	<p>Let's Sculpt: An introduction into using the material clay, exploring its properties and developing fine motor skills. The students will learn about where clay comes from. The students will explore using the different tools when using clay and understand the purpose of the tool. The students will explore a variety of modelling techniques, pull, pinch, roll and twist. They will explore simple construction methods when using the clay. The students will apply these skills to make a simple pinch pot using fine motor skills and selected tools. The students will create alphabetic letters using clay and explore making objects using their imagination. All students will apply a paint finish to the clay to decorate. The students will look at the artists Andy Warhol and Claes olden Burgh.</p>	<p>Land & Sea: The students will develop a sense of man-made and natural objects. They will explore both items from land and from sea. The students will explore natural objects found at the beach, sand, stones, shells and explore the different textures. They will explore man-made objects found at the beach, a bucket and spade. The students will develop their drawing skills by completing simple drawings from observation using the found objects. All students will explore the different patterns found on land and in the sea and create a simple repeat pattern. The students will engage in small world play imaging a shipwreck and creating found objects from the sea floor.</p>
	DT	<p>How it moves: The students explore simple mechanisms, developing an understanding of how an object moves. The students will have the opportunity to explore, levers, pivots and sliders in the first term. In the second term the students will explore wheels, axles and chassis. The students will develop basic construction skills, cut, join, stick. The students will handle and join a variety of materials. The students will explore the concept of strong and weak and how to 'strengthen' a simple tower. The students will apply the skills learnt to design and make their own vehicle with moving parts.</p>	<p>Mini Structures: The students explore the different types of structures, house, tower and bridge. All students will begin to recognise and name basic 2D shapes. The students will explore how to combine more than one 2D shape. In the first term the students will develop their building skills. In the second term the students will design and make a small-scale house using recyclable materials. The students will demonstrate their understanding of joining materials together using various methods. The students will demonstrate their understanding of a simple house design, including windows and doors. The students will demonstrate selecting the correct tools and equipment for a task.</p>	<p>Let's go fly a kite: In this unit the students will explore, model and communicate a design idea through drawing and creating a simple model. The students will apply their building and joining skills from the previous terms to design and build a simple kite. They will explore the different materials kite use, understanding the difference between light and heavy materials and the different shapes within a kite structure. They will explore the history of kites and look at the kite builders, David Gomberg and Peter Lynn. In the second half of the term the students will design and build a simple kite from a chosen material. They will select the correct tools and equipment to make the kite. The students will test their kites against a simple criterion.</p>

	<p>Music</p>	<p>Exploring Sounds: Harvest Festival Students learn how music is created, produced and communicated through the interrelated dimensions such as pitch and tempo. They will listen to and learn songs using signs and improvisation.</p>	<p>“Christmas” sounds and Music Students will experience winter sounds and Christmas songs and music. They continue to develop vocal range and skills as they learn seasonal songs, both vocally and instrumentally in preparation for the Christmas performance.</p>	<p>Classical music: In this unit students will experience a range of classical music from the popular movies. They will experience handling instruments and ‘play’ along with the “BBC Ten Pieces” programme.</p>	<p>Classical Music: This unit will provide students with the opportunity to develop their knowledge about musical instruments through stories, such as, “Peter and the Wolf” and “Swan Lake”.</p>	<p>Music for different Occasions: During this unit students will experience various everyday occasions through music, for example music for weddings, birthdays and parties. They will interact with instruments and play along with music and songs, such as “Mama Mia”, “Wedding March”, “Happy Birthday songs”, “Amazing Grace” and “Bright Star”.</p>	<p>Mood in music: In this unit student explore and experience mood, feelings through musical piece of “Carnival of the Animals”. Students begin to evaluate music and mood associated with the types of music.</p>
	<p>PE</p>	<p>Touch Rugby Ball Skills: Individual, partner and group practices and conditioned games. Introduction to ball handling, kicking, catching and passing. Introduction of scoring a try and being part of a team - working together.</p>	<p>Trampolining: Learn how to safely use the trampoline while on the bed, getting on and off the trampoline and while spotting. Experience a range of movement - bounce and jump. Explore and begin to develop gymnastic actions and shapes moving and still. Begin to link movements and skills together into short sequences. Begin to recognise how their bodies feel when jumping, developing and improving balance, body control and coordination. Be able to begin to identify good form in their own and others movements.</p>	<p>Short tennis: Introduce ball bouncing, throwing and catching practices and games. Try different ways to throw a ball looking at accuracy, aiming and swinging the arm through. Try throwing a ball over the net to a partner. Introduce the racket and grip. Develop swing and hit. Develop, serve and how to start a game.</p>	<p>Athletics: Experience throwing a range of different athletic implements. Students will engage in a range of running techniques and activities looking at speed and distance over obstacles. Students will also jump for height/distance.</p>		
	<p>Swimming</p>	<p>Learn and begin to follow pool safety rules. Develop understanding for the need to warm-up. Develop movement around the pool through water play activities improving confidence and position in the water. Develop a good position in the water through gliding activities. Develop leg kick and arm movement - begin to link the two. Watch others and show appreciation of their own and others' performance. Begin to be able to describe how their bodies feel during exercise.</p>					

	Interventions	Thrive; each class has a Thrive plan which aims into the development of student’s emotional development and regulation. The Thrive approach allows class teams to assess their student groups on the essential strategies that are needed to support their student’s emotional development and regulation. The recommended activities are targeted to support emotional development. All activities are focused, and dependent on, the emotional need or interruptions within the assessed student group. Activities include the use of many artistic and sensory mediums, such as sand play, small world and puppetry, storytelling, music and movement, dance, painting, drawing and turn taking activities. Some students also have personalised behaviour interventions.
Transitions	Using supportive strategies to enable students to manage change. This included using strategies that enable them to manage transitions physically, for example from one activity to another, move around in the classroom, move around the school environment (moving from place to place) in its entirety and beyond, for example new teachers, schools and colleges. Supportive strategies will also be used to support students to manage physiological change, such as puberty or long-term medical conditions throughout the year.	