**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Two | Term: Autumn | Whole Class Text (s): Vlad and the Great Fire of London | Theme: Great Fire of London / Fairy tales |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |
| RE 1.8 How should we care for others and the world, and why does it matter?  1.2 Who is a Muslim and what do they believe? Part 1 | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | The Great Fire of London | * How and why the GFoL started * Why it spread so far * What did the people of London did then and would do now * Recognise that Samuel Pepys documented the events at the time | * Draw a timeline of different historical periods showing key historical events and people * Use documentary evidence to recount the life of Samuel Pepys * Research the life of Samuel Pepys using different sources of evidence – ie art | Timeline  Diary entry  Recreate pudding lane |
| Geography | Where I live | * Locate UK on a globe * Locate Whitby on a map * Locate UK capital cities on a map * Recognise geographic features of my local area | * Say what I like and do not like about places I am familiar with * Describe key features of a place from a picture using words like beach, coast, forest, hill, mountain * Explain facilities that a village, town and city may need * Locate and name the capital cities of England, Scotland, Ireland and Wales | Create a UK map with labelled key features  A brochure of Whitby ie lifeboats |
| Art  (full afternoon) | Skill discrete lesson | * Awareness of different **pencils** and their effects * The purpose of portraits throughout history * Understanding of proportion and anatomy * Understanding of light source | * To use a range of materials creatively to design and make products – portraits and pencils * To use drawing to develop and share their ideas, experiences, and imagination * Experiment with pencil to create shade and tone using the light sources * Individual studies on each part of the face | Individual lessons on each part of the face  Development of shading and tone  A final portrait using the skills developed |
| DT | Understanding materials – why the GFoL spread so rapidly and the safety of modern building materials. | * To use my own knowledge and ideas to make something. * To describe how something works. * Discuss how I want to make a product and why. * Houses in 1600’s were built from flammable materials. * Houses in 2020’s are subject to strict safety laws. * Materials have different properties | * To design purposeful, functional, appealing products for themselves and others based on design criteria. * To generate, develop, model and communicate their ideas through talking drawing, templates and mock-ups * To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining) * To explore and evaluate a range of existing products * To evaluate their ideas and products against design criteria * To build structures, exploring how they can be made stronger, stiffer and more stable. * To select from a wide range of materials and components, including construction materials, textiles and ingredients. | Pupils will have clear labelled designs of their intended build.  Pupils will construct a model of Pudding Lane using materials with the same or similar properties – flammable to those used in 1600’s.  Pupils will evaluate their work and discuss how they made their model and how successful it is.  Fire service to come and set fire to the model and demonstrate fire safety and give chn fire safety in 2020’s talk. |
| Computing | “We are Game Testers”  (Exploring how computer games work)    “We are researchers”  (Researching a topic) | Gaming:   * To describe carefully what happens in computer games. * To use logical reasoning to make predictions of what a program will do. * To test the predictions. * To think critically about computer games and their use.   To be aware of how to use games safely and in balance with other activities  Research:   * To develop collaboration skills through working as part of a group. * To develop research skills through searching for information on the internet. * To improve note-taking skills through the use of mind mapping. * To develop presentation skills through creating and delivering a short multimedia presentation. | Gaming:   * Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. * Use logical reasoning to predict the behaviour of simple programs. * Recognise common uses of information technology beyond school.   Use technology safely and respectfully, keeping personal information private. | Slideshow presentation on GFoL  Create a simple computer game |
| Science | Animals including humans | * notice that animals, including humans, have offspring which grow into adults * 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. | * 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. * explore the contributions, to our understanding of this topic, by scientists of various ethnicities, including black scientists. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Ourselves  Toys  Our land  Our bodies | * Musical notation * Sound sequences & tempo * Timbre & texture * Steady beat & rhythm patterns | * Use voice to describe feelings & mood * Move & play to a steady beat, change tempo * Explore descriptive sounds * Respond to music and play rhythm patterns | Build a performance  Listen to and perform music inspired by myths  Body percussion |
| PE |  | *Autumn 1 – Multiskills & Dance* | Autumn 2 – Multiskills & Dance |  |

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| Enrichment Activities: Walk around local area, visit from the fire brigade |

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| Life Skills: To tie a shoelace |

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| Year: Two | Term: Spring | Whole Class Text (s): One Giant Leap / Beegu | Theme: Space |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |
| RE 1.2 Who is a Muslim and what do they believe? Part 2  1.6 How and why do we celebrate special and sacred times? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | First Moon landing | * Use a variety of evidence sources to understand the events leading to the moon landing * Find out who and why the astronauts were chosen * Write a range of pertinent questions to get first-hand information from someone who remembers the time * Understand what else was going on in Britain at that time | * Give examples of things that were different when my grandparents were children * I can find out things from the past by talking to an older person * Recount the life of a significant individual from the past * Draw a timeline of different historical periods showing key historical events and people | Timeline  Newspaper report on the event  Questionnaire for someone alive at the time |
| Geography | Earth from space | * Google earth to look at earth from space * Space station to look at earth now * Identify continents and oceans on the globe from space | * Identify earth from space ie continents, oceans * Explain how an area has been spoiled or improved and give my reasons ie earth in 1969 – now | Display – identifying key points of earth |
| Art | Discrete lessons | * Understand primary, secondary **and tertiary colours** * The use of shade and tone and recognising light source * The impact of the chosen tool on the painted effect (sponge, printing, brushes) * Understand how paint can be used to create texture | * To develop a large range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To use painting to develop and share their ideas, experiences and imagination | Secure understanding of mixing colours  Ability to select tools and explain the reason for the selection  Weekly development of skills demonstrated through flower studies  Final still life of a flower arrangement |
| DT | Space and Materials | * Understand that different materials are chosen for different reasons. * Test out different materials and consider different factors to their success * Show problem solving skills and understanding of need to continually evaluate. * Space testing on earth usually takes place underwater – explore this and tell pupils our space suits will have to keep water out – be waterproof. | * Explain why I have chosen specific materials * Measure materials to use in a model. * Evaluate my work against a success criterion. | Design a space suit that can withstand low temperatures, water, pressure, bending etc.  Test and evaluate each product against a success criteria. |
| Computing | “We are Astronauts”  (Programming on Screen)  “We are photographers”  (Taking better photos) | Programming:   * To have a clear understanding of algorithms as sequences of instructions. * To convert simple algorithms to programs. * To predict what a simple program will do. * To spot and fix (debug) errors in their programs.   Photos:   * To consider the technical and artistic merits of photographs. * To use a digital camera or camera app. * To take digital photographs. * To review and reject or rate the images they take. * To edit and enhance their photographs. * To select their best images to include in a shared portfolio. | Programming:   * Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. * Create and debug simple programs. * Use logical reasoning to predict the behaviour of simple programs.   Photo:   * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school.   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 | Programme their spaceship around space  Take successful photographs  Edit and enhance a photograph |
| Science | Living Things and their Habitats | * explore and compare the differences between things that are living, dead, and things that have never been alive * identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * 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. | * 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. * explore the contributions, to our understanding of this topic, by scientists of various ethnicities, including black scientists. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Animals  Number  Storytime  Seasons | * Pitch * Music from Renaissance Italy to West Africa * Famous musical pieces & storyboards * Pitch shapes & musical arrangements | * Interpret pitch line notation using voice and tuned instruments * Explore steady beats and rhythm patterns * Interpret a storyboard with sound effects * Develop an understanding of pitch through movement, songs and listening games | Linked music and movement  Create beats with body percussion, voices and instruments  Perform musical arrangements |
| PE |  | *Spring 1 – Gymnastics & Multiskill games* | Spring 2 – Gymnastics & Net and wall games |  |

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| Enrichment Activities: |

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| Life Skills: To learn to ride a bike |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Two | Term: Summer | Whole Class Text (s): The Giraffe and the Pelly and Me / George’s Marvellous Medicine | Theme: Africa / Significant people |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |
| RE 1.4 How can we learn from sacred books? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | Roald Dahl’s life  Lauren – we need to reconsider for diversity. | * Using documentary evidence to learn about the life of Roald Dahl * Use alternative evidence to understand periods through his life – timeline | * Recount the life of someone famous from Britain (Wales) and explain what they did earlier and what they did later * Research the life of a famous person form the past using different sources of evidence * Answer questions using books and the internet | Timeline – Roald Dahl  Recount on Roald Dahls time in Africa |
| Geography | Africa | * Africa is a continent made up of lots of countries * Learn about the Massai people * Compare their school life to the life of a Kenyan child * African national parks being protected and unabated by humans | * Describe a place outside Europe using geographical words * Explain how jobs can be different in other locations * Name continent of Africa and locate it on a map * Identify features of Africa and its countries using geographical vocabulary * Explain how an area has been spoilt or improved | Comparison of our school day and a Massai child’s school day  Compare national park in Kenya to ours – North Yorkshire Moors |
| Art | Discrete lesson | * About the work of a craft maker, artist and designers - Anthony Gormley * Purposes of sculpture and the impact / key messages * Understanding of sculpting materials * Purpose of sculptures and how they are a form of art * Sculpture can be a form of public art | * Describe similarities and differences between different practises and disciplines and making links to their own work * Sculpture – manipulation, fine motor skills, selection of materials | Secure knowledge of the sculpture and the impact / purpose of the art  Create a piece of collaborative, public art to be displayed in school  Annual visit to the Yorkshire sculpture park |
| DT | African Meal | * To be able to cut food safely. * To use good food handling and food hygiene * To understand the food wheel and why foods should be eaten in greater/smaller quantities. * To identify the ingredients used in Kenyan cuisine and what they tell us about the climate. | * To select from and use a wide range of materials and components, including knives, spoons, mixing bowls, pans, hob, grater, textiles (oven gloves and tea towel, cleaning products) and ingredients. * Cut, chop, mix, roll and knead with increasing skill. * Show safety and awareness when cooking. | Pupils will prepare a balanced Kenyan sharing (family dish) pupils will be able to evaluate the dish and discuss the nutritional value of the dish. Pupils will create a recipe and method and be able to recreate the dish at home. |
| Computing | “We are detectives”  (Collecting clues)  “We are zoologists”  (Collecting data about bugs) | Detectives:   * To understand that email can be used to communicate. * To develop skills in opening, composing and sending emails. * To gain skills in opening and listening to audio files on the computer. * To use appropriate language in emails. * To develop skills in editing and formatting text in emails. * To be aware of online safety issues when using email.   Zoologists:   * To sort and classify a group of items by answering questions. * To collect data using tick charts or tally charts. * To use simple charting software to produce pictograms and other basic charts. * To take, edit and enhance photographs. * To record information on a digital map. | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school. * 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. | Compose an email to the head teacher  Present data that they’ve collected |
| Science | Everyday materials  Plants | * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular * Describe and compare how the shapes of solid objects can be changed by squashing, bending, twisting and stretching * Compare how things move on different surfaces * Observe and describe how seeds grow into mature plants * find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. * Identify and describe the basic structure of a variety of common flowering plants, including trees. | * 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.   * explore the contributions, to our understanding of this topic, by scientists of various ethnicities, including black scientists. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Weather  Pattern  Water Travel | * Raps and songs * Notation & rhythm * Pitch shapes, reading from scores * Tanzanian game song, orchestral music | * Create descriptive sounds and word rhythms * Play create and combine rhythms using body percussion and instruments * Sing and play pitch shapes * Learn songs and accompaniments | Class compositions with voices and instruments  Improvise their own descriptive ‘theme park’ music |
| PE |  | *Summer 1 – Invasion Games & Net and wall games* | Summer 2 – Striking and fielding games & Athletics |  |

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| Enrichment Activities: Flamingo Land, library |

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| Life Skills: To plant a seed and know how to care for it |