

Introduction

At Grosvenor Road Primary School we deliver a **broad and balanced curriculum** that enables all children to 'be the best they can be.' The English and mathematics curriculum follows 'mastery principles': ensuring children have opportunities to embed learning before moving onto the next topic. The curriculum is inclusive and imaginative: stimulating young minds as well as preparing them for the modern world.

English

Literature lies at the heart of the school's English curriculum: the children read both contemporary and classical British authors as well as literature from around the world. In writing, each unit of work is split into three outcomes. Outcome 1 is scaffolded and modelled by the teacher. Outcome 2 allows the children to work independently on a similar genre and Outcome 3 gives the children the opportunity to apply their learning in a different curriculum area.

Mathematics

There is a termly plan for each year group from Year 1 to Year 6. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

The wider curriculum

The National Curriculum subjects are taught discretely, this ensures children become skilled in Science, Computing and the foundation subjects. The school is committed to developing an appreciation of visual and performance art alongside inspiring the next generation of historians and geographers. Throughout the curriculum British values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are interwoven.

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English

Term	<u>Autumn 1</u>	<u>Autumn 2</u>
Text Types	<p>Write to Entertain:</p> <p>Write to Inform:</p>	<p>Write to Entertain:</p> <p>Write to Inform:</p>
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Say, hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word and ○ Separate words with spaces of a roughly consistent size ○ Use the joining word (conjunction) and to link words and clauses in independent writing. ○ Use the joining word (conjunction) or to link words and clauses 	<ul style="list-style-type: none"> ○ Say, write and punctuate simple and compound sentences using the joining words and but (co-ordination) ○ Use sentences with different forms: questions and exclamations ○ Use subordination for time using when – e.g. <i>We went out to play when we had finished our writing. When we had finished our writing we went out to play</i> ○ Use subordination for reason using because – <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> ○ Use the subordination conjunction that in oral sentences using started prompts – <i>I hope that..... My teacher told me that..... He said that.....</i> ○ Identify, understand and select verbs to complete sentences ○ Use the progressive form of verbs in the present tense, orally and in writing to mark actions in progress – e.g. <i>She is watching television, I am reading my favourite book.</i> ○ Use past tense accurately and consistently for narratives, recounts and historical reports ○ Identify, understand and select nouns to complete sentences ○ Generate, select and effectively use adjectives ○ Identify, understand and select adverbs to complete sentences
Punctuation	<ul style="list-style-type: none"> ○ Use Capital Letters and full stops to demarcate simple sentences in independent writing. ○ Use Capital Letters for names of people, days of the week and the personal pronoun I ○ Identify and use question marks and exclamation marks in independent writing. 	<ul style="list-style-type: none"> ○ Secure the use of full stops, capital letters, exclamation marks and question marks

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Composition	<ul style="list-style-type: none"> ○ Use familiar plots for structuring the opening ,middle and end of their stories ○ Sequence ideas and events in different non-fiction texts ○ Orally compose every sentence before writing including compound sentences ○ Independently re-read every sentence to check it makes sense but focusing particular on those with joining words ○ Orally compose and sequence their own sentences including some which use joining words to write short narratives ○ Orally compose and sequence their own sentences to write short non-fiction texts 	<ul style="list-style-type: none"> ○ Discuss and plan what to write about – story mapping ,innovating on a known story, generating and developing vocabulary and ideas ○ Orally rehearse each sentence prior to writing including simple and compound sentences ○ Identify purpose and audience for writing. Discuss language needed. ○ Begin to edit and improve own writing with specific guidance from the teacher ○ Evaluate their writing with adults, saying what they think is good about the writing and what might make it better ○ Proofread to check for errors in spelling ,grammar and punctuation.
Term	Spring	
Text Types	Write to Entertain: Write to Inform:	Write to Entertain: Write to Inform:
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Say, write and punctuate simple and compound sentences using the joining words(conjunctions) so, but ○ Use sentences with different forms : statements and commands ○ Use subordination for time using <i>before and after – e.g. We ate our picnic before the rain came. Before the rain came, we ate our picninc.</i> ○ Use subordination for reason using <i>if e.g. If a plant does not get enough light, it will die</i> ○ Use the subordination conjunction that in sentences and use in narrative writing e.g Douglas said that..... ○ Generate, select and effectively use verbs ○ Explore the progressive form of verbs in the past tense, orally and in writing to mark actions in progress e.g. He was singing at the top of his voice. ○ Use past tense accurately and consistently for non-chronological reports and persuasive adverts ○ Generate, select and effectively use nouns ○ Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases ○ Generate, select and effectively use adverbs 	
Punctuation	<ul style="list-style-type: none"> ○ With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks ○ Use commas to separate items in a list ○ 	
Composition	<ul style="list-style-type: none"> ○ Discuss and plan what to write about – story mapping, innovating a known text, extending vocabulary and ideas ○ Orally rehearse sentences before writing including those which have been extended ○ Identify purpose and audience for writing ○ Discuss structure needed ○ Edit and improve own writing with some signposting from the teacher ○ Proofread and check for errors in spelling, grammar and punctuation. – including correct form of verbs 	

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Term	<u>Summer 1</u>	<u>Summer 2</u>
Text Types	Write to Entertain: Write to Inform:	Write to Entertain: Write to Inform:
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Within their own writing, edit and improve simple and compound sentences using the joining words <i>and, but, so, and or</i> (co-ordination) ○ Use and punctuate correctly sentences with different forms – statement, question, command, explanation. ○ Use subordination for time using <i>when, before and after</i> e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot. ○ Use subordination for reason using <i>because and if</i>. E.g. <i>I would go on holiday if i won the lottery. If I won the lottery I would go on holiday. I went on holiday because i won the lottery. Because i won the lottery, I went on holiday</i> ○ Use the subordination that in sentences and use these in fiction and non fiction writing. e.g. I though that Mr Jones was going to fall in the pond. I hope that you write back soon. ○ Strengthen own writing by editing the use of verbs adverbs and nouns ○ Explore the progressive form of verbs in present tense e.g. <i>She is running</i> and past tense <i>He was flying.</i> ○ Ensure accurate and consistent use of tense 	
Punctuation	<ul style="list-style-type: none"> ○ Independently edit and improve own writing using full stops, capital letters, exclamation marks and questions marks. ○ Use commas to separate items in a list in fiction and non-fiction texts including cross curricular writing ○ Use apostrophe for contracted forms e.g. don't can't, wouldn't, you're I'll ○ Use apostrophe for singular possession in nouns e.g. The girl's name is... 	
Composition	<ul style="list-style-type: none"> ○ Discuss and plan what to write about e.g. <i>story mapping, innovating a known story, drawing on ideas and vocabulary from reading.</i> ○ Orally rehearse sentences before writing ○ Identify purpose and audience for writing ○ Edit and improve own writing <p>Proofread and check for errors by reading aloud, spotting tense and grammar errors</p>	

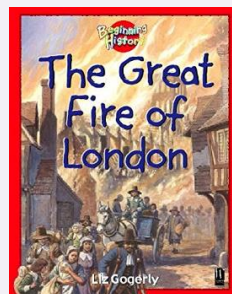
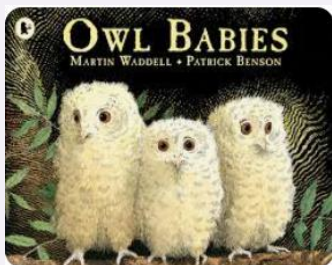
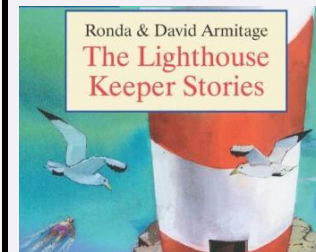
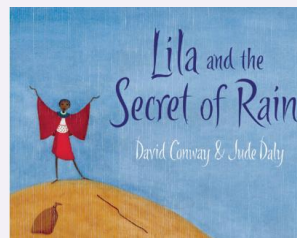
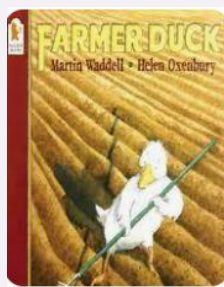
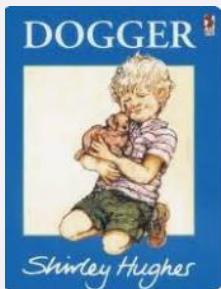
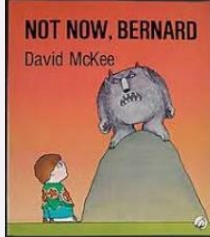
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TEXTS

Autumn

Spring

Summer



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Reading

For more information on reading please see our Whole School Reading Journey

	Key Learning
Word Reading	<ul style="list-style-type: none"> ○ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation ○ Re-read books to build up fluency and confidence in word reading ○ Read frequently encountered words quickly and accurately without overt sounding and blending ○ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes (phase 5) ○ Read accurately words of two or more syllables that contain alternative sounds for graphemes ○ Read words containing common suffixes –ness –ment –ful –less –ly –ing –ed –er –est –y ○ Read further common exception words noting tricky parts ○ Read longer and less familiar texts independently
Reading Behaviour	<ul style="list-style-type: none"> ○ Sequence and discuss the main events in stories and recounts ○ Orally retell a wider range of stories, fairy tales and traditional tales ○ Recognise the use of repetitive language within a poem and across texts ○ Learn and recite a range of poetry using appropriate intonation ○ Make personal reading choices and explain reasons
Understanding Texts	<ul style="list-style-type: none"> ○ Identify, discuss and collect favourite words and phrases ○ Introduce and discuss words within the context of a text, linking new meaning to known vocabulary ○ Use morphology to work out the meaning of unfamiliar words ○ Use tone and intonation when reading aloud ○ Activate prior knowledge and raise questions ○ Check that texts make sense while re-reading and self-correcting ○ Demonstrate understanding of fiction and non-fiction texts by asking and answering who what where when why how questions ○ Explain and discuss their understanding, giving opinions and supporting with reasons – <i>Hansel was clever when he put stones in his pocket because..</i> ○ Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text ○ Make inferences about characters and events using evidence from the text ○ Make predictions based on what has been read so far. ○ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts
Participating in discussion and debate	<ul style="list-style-type: none"> ○ Participate in discussions about what is read to them, taking turns and listening to what others say ○ Make contributions in whole class and group discussion ○ Consider others point of view



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Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number Place value				Number Addition and subtraction					Geometry Shape			
Spring	Measurement Money		Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time			Statistics		Geometry Position and direction		Consolidation		

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Science







Year	Key Skills			Key Topic Knowledge		
	2	Using Investigative Approaches	Communicating and Collaborating	Working Critically with Evidence and Thinking Scientifically	Autumn 	Spring 
	<p>Having ideas about how to test. Gather and record their own data to help in answering questions.</p> <p>Recognise the need to compare when testing things.</p>	<p>Beginning to record. Begin to understand the importance of organising results, for example, into a table, to aid analysis.</p> <p>Record data/ observations (still scaffolded).</p> <p>Use correct vocabulary.</p> <p>Record observations and measurements using drawings, diagrams including labels, simple science report sheets.</p> <p>Complete simple tables.</p> <p>Begin to use Carroll diagrams, Venn diagrams, bar graphs.</p>	<p>Comparing two or more things they have tested/observed. Use their observations and ideas to suggest answers to questions.</p> <p>Make comparisons between the things they are testing.</p>	<p>Autumn 1 and 2 Living thing and their habitats</p> <ul style="list-style-type: none"> • To explore and compare the differences between things that are living, dead and have never been alive. • To identify that most living things live in habitats to which they are suited. • To understand what is meant by the terms habitat and micro-habitat. • To describe how different habitats provide for the basic needs of different kinds of animals and plants. • To know how animals and habitats depend on each other. • To identify and name a variety of plants in their habitats. • To identify and name a variety of animals in their habitats (including microhabitats). • To compare animals in familiar habitats with animals found in less familiar habitats (the seashore, the ocean, the 	<p>Spring 1 Uses of everyday materials</p> <ul style="list-style-type: none"> • To identify and compare the suitability of a variety of everyday materials for particular uses. • To know how some materials are used for more than one thing and think about unusual and creative purposes for everyday materials. • To know that different materials are used for the same thing. • To know people who have developed new materials and their uses. • Optional scientist to explore is Ole Kirk Christiansen. • To compare the use of everyday materials in and around school with another place. • To know and investigate how the shapes of solid objects made from some materials can be changed by squashing, 	<p>Summer 2 Plants</p> <ul style="list-style-type: none"> • To observe and describe how seeds and bulbs grow into mature plants. • To find out what plants need to grow and stay healthy. (water, light and a suitable temperature) • To set up a comparative test to show that plants need light and water to stay healthy. • To observe and record how plants grow in the local environment <u>throughout the year.</u> • To observe similar plants at different stages of growth.

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				<p>rainforest).</p> <ul style="list-style-type: none"> • To know how animals obtain their food from plants and other animals using the idea of a simple food chain. • To construct a simple food chain that includes humans (e.g. grass, cow, human). • To identify and name different sources of food. 	<p>bending, twisting and stretching.</p> <p><u>Spr 2 / Sum 1</u></p> <p>Animals including humans</p> <ul style="list-style-type: none"> • To know that animals, including humans, have offspring which grow into adults. • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To know the life cycle of familiar animals and creatures. • To observe and explain how different animals grow. • To discuss the difference between the growth of different animals from birth (e.g. chicken/frog). • To describe human growth using correct vocabulary (baby, toddler, teenager, adult). • <u>To describe the importance of exercise for humans.</u> • To describe the importance of eating the right amounts of different types of food. • To understand the importance of good hygiene. • Optional scientist to explore is Louis Pasteur. 	
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History

Y2	Key Skills				Key Topic Knowledge		
	Knowledge Chronological Awareness	Knowledge and Understanding of significant aspects of history	Understand historical concepts	Organise, evaluate and communicate information	Autumn	Spring	Summer
	<p>Pupils can identify similarities and differences between their lives and events studied.</p> <p>Recognise that dates are used to identify when events happened in the past.</p>	<p>Pupils can draw simple conclusions and deduce information on the past from pictures and information.</p> <p>Pupils are beginning to give simple reasons why changes occurred in the past.</p>	<p>Pupils can give more than one effect of an event and give simple explanations.</p>	<p>Pupils can describe an event using temporal markers to show structure.</p> <p>Pupils can connect ideas and give simple phrases as to why an event occurred.</p> <p>Pupils begin to understand that information on the past may differ.</p>	<p>Aut 1</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Monarchs past and present</p> <p>To know who Queen Victoria was and know where she comes within the line of Monarchs.</p> <p>Local History</p> <ul style="list-style-type: none"> • To know when and why Victoria Park was opened. • To know the significance of a Victoria Park to people at the time and how it was used. <p>To know what Victoria Park looked like in 1897 and compare to the present day.</p> <p>Aut 2</p> <div style="display: flex; justify-content: flex-end;">  </div> <ul style="list-style-type: none"> • To know about Queen Elizabeth and how she came to the throne in 1953. • To know how to plot on a 	<p>Spr 2</p> <div style="display: flex; justify-content: space-around;">   </div> <p>The Great Fire of London</p> <ul style="list-style-type: none"> • To know about the past by comparing present day London to pre 1666 London. • To know and identify differences and similarities between how we live now and how people lived in 1666. • To know and understand key features of the Great Fire of London, what key events happened and how they caused other changes. • To know that events from the past can be sequenced in chronological order. • To understand how we know about The Great Fire of London from a range of sources. 	<p>Sum 1</p> <div style="display: flex; justify-content: flex-end;">  </div> <p>Famous people in history</p> <ul style="list-style-type: none"> • To know how Florence Nightingale and Mary Seacole helped to make the world a better place • To know how actions in the past have contributed to international/national achievements and changes, (Nursing) • To know where the people they study fit within a chronological framework. • To know that people find out about the past from different sources. • To learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

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					<p>time line.</p> <ul style="list-style-type: none"> • To retell a significant event, the Queen’s Coronation King Charles III Coronation • To know the main differences between past and present ways of life. (Clothes and Music) 		<p>Sum 2</p>  <p>Seaside holidays Past & Present</p> <ul style="list-style-type: none"> • To know the history of what a seaside holiday was like 100 years ago • To know the historical vocabulary for past seaside features i.e. Punch and Judy, Pier, Bathing costumes. • <u>To know how the seaside was different during the Victorian times and compare with the present day.</u>
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Geography

Year 2	Key Skills				Key Topic Knowledge		
	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical Skills & Fieldwork	Autumn 	Spring 	Summer 
	Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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.	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Use more basic geographical vocabulary to refer to key physical features and human features.	Use world maps, atlases and globes to identify the UK, its countries, counties. Use simple compass directions. Use aerial photographs and plans to recognise landmarks to devise a simple map; Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment.	Aut 1 Our local area (History Link – Victoria Park) <ul style="list-style-type: none"> To use an atlas to identify the four countries of the UK and the surrounding seas of the UK. To identify landmarks on aerial photographs such as knowing where they live/ spotting their school. To describe main physical/human features of Swinton using key vocabulary. To give directions on a local visit to Victoria Park. To create a simple imaginary picture map. (Use Digimaps and the Collins First atlas) <i>country, sea, landmark, aerial, local, map, physical, human</i>	Spr 1 Where would you prefer to live - England or Kenya? <ul style="list-style-type: none"> To know the continents and the worlds' oceans and find them in an atlas. To know simple human and physical characteristics of Kenya and identify these features on a map. (e.g. Nairobi or Mombasa) To know simple human and physical characteristics of a small area of England and identify these features on a map. (Swinton) <u>To compare and contrast a range of differences and similarities in a child's' life in Kenya. To use the terms rural and urban.</u> To draw a simple map with a symbols showing some key features of an area in Kenya with a key. To know why some countries are hot and why some are cold in relation to the equator and the poles. <i>continent, world, ocean, pole, hot, cold, equator</i>	Sum 2 Why do we love to be by the seaside? History and Geography combined topic <ul style="list-style-type: none"> To identify human features of a seaside town. To identify physical features of a seaside town such as a coast line. To study the seaside from an aerial view. To use aerial photographs to recognise landmarks. To describe the location of features and routes on a map. To draw and describe a route on a simple map using OS symbols. To use simple compass directions to describe a location. <i>seaside, town, landmark, route, map, compass, location</i>

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Religious Education

Autumn 1

Key question 1.8: How should we care for others and the world, and why does it matter?

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Living</p> <p><u>Prior learning in this thread:</u> F6. What is special about our world?</p> <p><u>Future learning in this thread:</u> 1.1 Who is a Christian and what do they believe? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make</p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</p>	<ul style="list-style-type: none"> • Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God’s creation and how each person is special in it). • Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), ‘The good Samaritan’ (Luke 10:25–37). • Consider the idea that we all have special gifts we can use to benefit others. • Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat (almsgiving) in Islam; tzedekah (charity) in Judaism. • Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, people known in the local area. • Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a ‘Thank you’ tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. • Look carefully at some texts from different religious scriptures about the ‘Golden Rule’ and see if pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas. • Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). • Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God’s representatives on God’s creation, to care for it as a gardener tends a garden). • Investigate ways that people can look after the world and think of good reasons they think this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B’shevat (new year for trees). Why should we take care of the earth? Why does it matter? 	<p>Emerging:</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). • Answer the title question thoughtfully, in the light of their learning in this unit (C1).

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Autumn 2

Key question 1.6: How and why do we celebrate special and sacred times? (different festival focus)

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Expressing</p> <p><u>Prior learning in this thread:</u> F4 Which times are special and why?</p> <p><u>Future learning in this thread:</u> 1.5 What makes some places sacred? L2.5 Why are festivals important to religious communities? L2.5a How do people from religious and non-religious communities celebrate key festivals? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</p>	<ul style="list-style-type: none">• Consider the importance and value of celebration and remembrance in pupils' own lives.• Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.<ul style="list-style-type: none">• For example, from Easter:<ul style="list-style-type: none">o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.o Explore feelings of Jesus and disciples.o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions, washing feet, sorrow of Good Friday, darkness on Saturday services, light and joy of Easter day etc.• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1: God as creator), Pesach (Moses and the Exodus: freedom), Chanukah (hope and dedication), Sukkot (reliance on God).• Explore the meaning and significance of Jewish rituals and practices during each festival.<ul style="list-style-type: none">• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.• Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control?• Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.	<p>Emerging:</p> <ul style="list-style-type: none">• Identify a special time they celebrate and explain simply what celebration means (A1).• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none">• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).• Retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none">• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).• Identify some similarities and differences between the celebrations studied (B3).

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Spring		
Key question 1.3: Who is Jewish and what do they believe?		
Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Believing</p> <p><u>Prior learning in this thread:</u> 1.1 Who is a Christian and what do they believe?</p> <p><u>Future learning in this thread:</u> 1.2 Who is a Muslim and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe god exists?</p> <p><u>Religions and worldviews:</u> Jewish People</p>	<ul style="list-style-type: none"> • Discuss what precious items pupils have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people. • Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’ and celebrate God’s creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in pupils’ own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkiah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves. 	<p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).

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Summer Key question 1.4: What can we learn from sacred books?		
Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Believing</p> <p><u>Prior learning in this thread:</u> F1: Which stories are special and why?</p> <p><u>Future learning in this thread:</u> L2.2 Why is the Bible so important for Christians today?</p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</p>	<ul style="list-style-type: none"> • Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. • Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. • Introduce the Bible as a sacred text for Christians. • Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh. • Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. • Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15, building on prior learning) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10). • Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. ‘Joseph and his brothers’ (Genesis 37, 39–48); the story of Moses (book of Exodus); ‘The call of Samuel’ (1 Samuel 3); ‘David and Goliath’ (1 Samuel 17); Jonah (Book of Jonah). • Explore stories about Prophet Muhammad (e.g. ‘Muhammad and the hungry stranger’, ‘The thirsty camel’, ‘The sleeping cat’, ‘Muhammad and Bilal’, ‘Muhammad and the rebuilding of the Ka’aba’). • Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians. • Talk about what lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; that loyalty, love, justice, trust, truth, service and care are all important in how people live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils’ personal worldviews, and why? 	<p>Emerging:</p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them (A2). • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). <p>Expected:</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). • Make links between the messages within sacred texts and the way people live (A2).

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Art & Design


Yr	Key Skills								
	Generating Ideas	Making	Evaluating	Knowledge	Autumn	Spring	Summer		
2	Skills of Designing & Developing Ideas	Skills of making Art, Craft & Design	Skills of Judgement & Evaluation	Knowledge about art processes and context	Drawing				
					Experiment with a variety of media; pencils, rubbers, crayons, felt tips charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and marks</u> Name, match and draw lines/marks from observations Invent new lines draw on different surfaces with a range of materials	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new lines	<u>Tone</u> Investigate tone by drawing light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying
	1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experience	3. deliberately choose to use particular techniques for a given purpose 4. develop and exercise some care and control over the range of materials they use. (for instance, they	5. When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")	6. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. Know and be able to talk about the materials,	Jo Atherton (weaving with found objects). <u>Textiles</u> Match and sort fabrics and treads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Rafael Gomezbarros (ant sculptures) <u>3-D</u> Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose,	Roy Lichenstein (pop art/cartoons) <u>Collage</u> Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Sort and group materials		


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		do not accept the first mark but seek to refine and improve)		<p>techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>	<p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u> apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee- (eco printing).</p> <p><u>Texture</u></p> <p>Create fabrics by weaving i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p> <p>Experimenting with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2D shapes to create 3D form</p> <p><u>Texture</u></p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>for different purposes e.g. colour, texture</p> <p>Fold, crumple, tear and overlap paper</p> <p>Work on different scales</p> <p><u>Colour</u></p> <p>Collect, sort, name and match colours appropriate for an image</p> <p><u>Shape</u></p> <p>Create and arrange shapes appropriately</p> <p><u>Texture</u></p> <p>create, select and use textured paper for an image</p>
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Computing

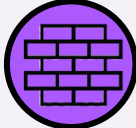


	Autumn	Autumn	Spring	Spring/Summer	Summer
	Online safety	Digital Literacy/Non-negotiables	Computer Science/coding	Outcome 4	Information Technology
Y2 	Unit 2.2 Online safety Quality Texts: #Goldilocks	<ul style="list-style-type: none"> • Type a full piece of work on Microsoft Word/Google Docs • Touch typing practise (Big Brown Bear/BBC Bitesize) • Add title/image to typed document – using ‘Insert Image’ on Docs • Change font and font size on Word/Docs • Saving a document in correct place (Google Docs folder, created by teacher) 	Unit 2.1 Coding 2Code	Independently-typed page Narrative/History/ Science/Geography	Unit 2.5 Effective searching Browser

Year	Key Skills			Key Topic Knowledge		
	Digital Literacy	Computer Science	Information technology	Autumn	Spring	Summer
2	Recognise common uses of information technology beyond school.	Understand what algorithms are; how they are implemented as programs on digital devices;	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Resources: Quality Texts: #Goldilocks  Curriculum 2014 >Computing>esafety	Unit 2.1 Coding <ul style="list-style-type: none"> • To introduce algorithms. • To use Repeat and Timer commands. • Debugging. • To explore the possible 	Unit 2.5 Effective searching <ul style="list-style-type: none"> • To understand the terminology associated with searching. • To gain a better understanding of

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	<p>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.</p>	<p>and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>		<p>Year 2 computing Non-negotiables (as above)</p>	<p>actions of different types of objects.</p> <ul style="list-style-type: none"> To create a more complex program to retell a story, using 2Code. <p>Resources: 2Code</p>	<p>searching on the Internet.</p> <ul style="list-style-type: none"> To create a leaflet to help someone search for information on the Internet. <p>Resources: Browser</p>
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Design & Technology

Year 2	Key Skills			Key Topic Knowledge / Process		
	Design	Make	Evaluate	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Use pictures and words to convey what they want to design/make. • Propose more than one idea for a product. • Use reclaimed materials to develop more than one idea. • Select appropriate technique explaining: First... Next... Last. • Explore ideas by rearranging materials/ingredients. • Select pictures to help develop ideas. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. <p>Describe their models and drawings of ideas and intentions.</p>	<ul style="list-style-type: none"> • Discuss their work as it progresses. • Select materials/ingredients from a limited range that will meet the design criteria. • Select and name the tools needed. • Explain what they are making. • Explain which materials/ingredients they are using and why. • Name the tools they are using. • Describe what they need to do next. 	<ul style="list-style-type: none"> • Explore existing products and how they have been made. • Decide how existing products do/ do not achieve their purpose. • Talk about their design as they develop and identify good/bad points. • Note changes made during the making process as annotation to plans/drawings. • Say what they like and do not like about items they have made and attempt to explain why. • Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. 	<p>Structures </p> <p>Chair for a bear Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges</p> <ul style="list-style-type: none"> • Refer to materials, tools and techniques using appropriate vocabulary. • Develop, model and communicate their ideas through talking, mock-ups and drawings. • Explore how to make structures stronger. • Investigate different techniques for stiffening a variety of materials. • Test different 	<p>Food </p> <p>Smoothies Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?</p> <ul style="list-style-type: none"> • Taste and evaluate a range of ready made smoothies noting ingredients. Develop food vocabulary using taste, smell, texture and feel. • Design appealing products for a particular user based 	<p>Mechanisms- levers & sliders </p> <p>Moving posters Children explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. e.g. What is it? Who is it for? What is it for?</p> <ul style="list-style-type: none"> • Start to use technical vocabulary when describing mechanisms, tools and materials. • Join appropriately for different materials and situations e.g. glue, tape. • Fold, tear and cut paper and card. • Cut along lines, straight and curved. • Use a hole punch. • Insert paper fasteners for card. • Experiment with levers

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				<p>methods of enabling structures to remain stable.</p> <ul style="list-style-type: none"> • Join appropriately for different materials and situations e.g. glue, tape. <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p>	<p>on simple design criteria. Communicate these ideas through talk and drawings.</p> <ul style="list-style-type: none"> • Work safely and hygienically. Cut, peel, grate and chop a range of ingredients. • Understand the need for a variety of foods in a diet. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product, creating a list of ingredients for a chosen smoothie. • Measure and weigh food items, non-statutory measures e.g. cups, spoons. <p>Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p>	<p>and sliders to find different ways to make things move in a 2D context.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>
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Music

Year 2	Key Skills			Key Topic Knowledge		
	Listening	Composing	Performing	Autumn	Spring	Summer
	<ul style="list-style-type: none"> -Recognising timbre changes in music they listen to. -Recognising structural features in music they listen to. -Listening to and recognising instrumentation. -Beginning to use musical vocabulary to describe music. -Identifying melodies that move in steps. -Listening to and repeating a short, simple melody by ear. -Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> -Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. -Successfully combining and layering several instrumental and vocal patterns within a given structure. -Creating simple melodies from five or more notes. -Choosing appropriate dynamics, tempo and timbre for a piece of music. -Using letter name and graphic notation to represent the details of their composition. -Beginning to suggest 	<ul style="list-style-type: none"> -Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). -Singing short songs from memory, with melodic and rhythmic accuracy. -Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. -Performing expressively using dynamics and timbre to alter sounds as appropriate. -Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<p><u>(Transition Unit from Y1)</u> <u>Musical Vocabulary-Under the Sea</u></p> <ul style="list-style-type: none"> -to learn the musical vocabulary: pulse and tempo -to explain what dynamics and timbre are -to explain what pitch and rhythm are -to explain what texture and structure are -to understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre, celeste, graphic score <p><u>African Call and Response song- Theme: Animals</u></p> <ul style="list-style-type: none"> -To create short sequences of sound -To copy a short rhythm -To learn a traditional song from Ghana. -To create rhythms based on 'call and response' 	<p><u>Orchestral Instruments- Traditional Western Stories</u></p> <ul style="list-style-type: none"> -To listen to and analyse an orchestral version of a traditional story (Goldilocks and the Three Bears) -To listen to and analyse a film musical version of a traditional story (The Snow Queen) -To select appropriate sounds to match events, characters and feelings in a story (Red Riding Hood) -To write a play script and select appropriate musical sounds to accompany it (Jack and the Beanstalk) -To perform a story script with accompanying music <p>-orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo</p> <p>-rhythm, pulse, dynamics, timbre, beat, melody, notation</p>	<p><u>Musical Me</u></p> <ul style="list-style-type: none"> -To sing and play an instrument at the same time -To choose and play appropriate dynamics and timbres for a piece of music -To use musical notation to play melodies -To use letter notation to write my own melody -To use timbre and dynamics in musical composition <p>-rhythm, pulse, dynamics, timbre, beat, melody, notation</p>

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		improvements to their own work		-To add dynamics (volume) to a structure of rhythms timbre, dynamics, tempo, agogo, batá drum, cowbell, marimba, percussion, rhythm, tempo, call and response, rhythm, structure, dynamics		
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P.S.H.E.

(Personal, Social, Health and Economic Education)

YEAR 2

(inc. Statutory Relationships Education & Health Education)

Me and My Relationships

Autumn 1

- How are you feeling today?
- Being a good friend
- Let's all be happy!

Valuing Difference

Autumn 2

- What makes us who we are?
- How do we make others feel?
- My special people
- An act of kindness

Keeping Myself Safe

Spring 1

- Harold's picnic
- What should Harold say?
- Should I tell?

Rights and Responsibilities

Spring 2

- Getting on with others
- When I feel like erupting
- Feeling safe
- Playing games (link to Computing /eSafety week)

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Being my Best

Summer 1

- You can do it!
- My day
- My body needs...

Growing and Changing

Summer 2

- A helping hand
- Sam moves away
- Haven't you grown!

Linked NC Science Objectives (Health Education):

Year 2 - Spring 2 / Summer 1: Notice that animals, including humans, have offspring which grow into adults; describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (*the importance of exercise and nutrition for humans.*)

Our School Values



At Grosvenor Road Primary, we have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'! Through continued teaching and reinforcement of these values in school, our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.

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Physical Education

Year 2	Gymnastics/ Creativity	Multiskills	Invasion Games	Net and Wall	Striking and Fielding	Athletics
	<ul style="list-style-type: none"> To work on my own and with a partner. To copy and remember actions. To hold a position whilst balancing on different points of my body. To climb safely on large equipment. To stretch and curl to develop increasing flexibility. To jump in a variety of ways and land with increasing control, coordination and balance. To adapt and improve skills of travelling (turning, rolling, climbing, swinging and jumping). To plan and perform a sequence of movements. To link activities on the floor and apparatus. To think of more than one way to create a sequence which follows some rules. 	<ul style="list-style-type: none"> To develop skills of travelling, sending, receiving, dodging and awareness of space with other players. To confidently use a range of games equipment. To develop simple games in groups. To copy and remember actions. To develop simple games. To talk about what is different from what I did and what someone else did. 	<ul style="list-style-type: none"> To use kicking or throwing in a game. To follow rules. To decide the best space to be in during a game. To develop a simple understanding of defence and attacking tactics. To use one tactic in a game. <p>Fundamentals of movement – travel, send, receive and strike through basketball, football, hockey and benchball.</p>	<ul style="list-style-type: none"> To use hitting in a game. To follow rules. To decide the best space to be in during a game. To use one tactic in a game. <p>Fundamentals of movement – travel, send, receive and strike through tennis.</p>	<ul style="list-style-type: none"> To use hitting, throwing and/or rolling in a game. To follow rules. To decide the best space to be in during a game. To use one tactic in a game. <p>Fundamentals of movement – send, receive and strike through cricket and tri golf.</p>	<ul style="list-style-type: none"> To walk, run, hop, skip, zigzag, side-step showing control. To run at fast, medium and slow speeds. To take part in races. To combine jumps. <p>Fundamentals of movement - travel and send through running, jumping and throwing.</p>

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