



## Learning at Duncombe Primary School

### Statement of Intent

At Duncombe Primary School, our curriculum is designed to build knowledge and skills by meeting these objectives:

- To encourage pupils to become ambitious, empowered learners who can make a positive contribution to the school and wider community.
- To develop pupils' knowledge and skills by providing a coherent, progressive, vertical curriculum.
- To develop meta-cognition in our pupils, using the 'Characteristics of Effective Learning' to aid pupils' ability to 'learn to learn.'
- To build rich 'cultural capital' that will advantage our pupils as they progress to secondary school and the world of work.
- To make learning experiences memorable, to ensure long-term retention of new ideas, with the regular use of digital technologies and with a whole-school focus on environmental issues.
- To develop a wide vocabulary among our pupils, through regular talk, so they are well-equipped with a rich understanding of language so that they may become articulate orators.

### School values

Our school values and aims support our curriculum and work together to ensure that our pupils are successful; academically, but personally and socially too. We aim to equip our children with the essential knowledge and key learning skills needed to succeed, with a curriculum that promotes communication, critical thinking, and creativity.

At Duncombe Primary, we recognise that every child is unique. Our curriculum is inclusive; not only is it diverse in content, but our teaching staff adapt the curriculum in their lessons to make it accessible to different groups of children, including disadvantaged pupils, and those with English as an Additional Language and Special Education Needs and Disabilities.

We celebrate the rich diversity of our pupils and strive to ensure that their wellbeing and safety is embedded in all that we do. Children at Duncombe are ready, respectful, and safe: they learn to be respectful towards others, build self-esteem and confidence in their abilities and draw on each other's strengths.

### Progressive framework of knowledge and skills

To develop the school's curriculum, we identified 'essential knowledge' and 'key vocabulary' that pupils should learn. The curriculum is designed as a vertical accumulation of knowledge and skills. We build upon knowledge by making links to prior learning. Lessons are carefully sequenced to ensure that learning is revisited, built upon, and used as a foundation to acquire new learning. Learning experiences are planned to aid understanding. By breaking down the learning into small steps and memorable experiences, learning goes from the short to the long-term memory. Our curriculum is designed to provide depth, breadth, and balance and to be relevant and meaningful to the lives of our pupils.

Alongside the 'essential knowledge', we take the skills progression from the EYFS Statutory Framework, the 'Characteristics of Effective Learning,' from EYFS all the way up to Year 6. This is because we recognise that these are essential skills for learning, and for life. Throughout our curriculum, children are given the opportunity to develop their engagement with learning, their motivation, and their thinking skills. Children at Duncombe are taught to develop critical curiosity, reasoning and reflection, motivation, and resilience.

### **Cultural capital**

During their time at Duncombe, our pupils accumulate 'cultural capital' by being exposed to the vital background knowledge and range of cultural experiences required to become active, informed, thoughtful citizens. We aim to use our local community effectively and want pupils to benefit from the fantastic opportunities that living in London offers. We ensure that our pupils have access to the many local museums, galleries, and exhibitions in our exciting, multicultural city.

We recognise that when accruing 'cultural capital,' a child's family plays a huge role. We include parents regularly in what we do, with opportunities for them to join in our lessons at school, come along on trips and see shows, as well as providing parents with classes and support. Our parent workshops equip parents with the skills to support their children's learning, but also to develop their own.

### **Learning experiences with links to environmental issues and digital discovery**

Learning at Duncombe is designed to be memorable. We have two whole school themes: 'Environmental Issues' and 'Digital Discovery.' These two themes are interwoven throughout our curriculum, providing authentic contexts for learning, and equipping our children to take on two of the biggest challenges facing the world today. Annual topics linked to the environment provide an opportunity to link science, humanities, the arts, and social and emotional development.

Our emphasis on 'Digital Discovery' ensures that pupils gain the skills that will help them access the workplace of the future. From EYFS onwards, pupils develop their ICT capabilities through access to technology on which they can research, present their ideas, present data, map, record ideas and use games to learn. They will also develop their use of digital technology, by learning to create programs, program existing systems, code different animations simulations and debug incorrect code. Duncombe pupils are 'e-safe', with regular workshops from outside providers.

Every year group has the opportunity to take part in a wide range of visits and workshops, in addition to special curriculum days and topic weeks. Some examples include taking part in the Islington schools 11 by 11 charter, Climate Change marches, International Evening, British Science week, RE days and Black History month workshops.

Where we can, children will meet experts and specialist visitors, who may be parents or from the local community, who can help bring the curriculum to life. These memorable learning experiences broaden children's horizons and encourage them to tackle new challenges and be daring when faced with something new or undiscovered.

### **Word power & communication**

We know that one of the keys to addressing disadvantage and ensuring success is a developing a wide vocabulary in our pupils. Our teachers use specialist vocabulary and explore the meanings of words. We help children unlock language by working on word building and finding opportunity to use new vocabulary in context. We give pupils regular chances to talk, and learn the fluency and confidence needed to address a variety of audiences. We promote adventurous vocabulary through the use of high-quality texts woven throughout our curriculum.

Our broad, balanced, and knowledge-rich curriculum, underpinned by the year on year accumulation of key learning skills, ensures that every pupil at Duncombe makes excellent progress not just academically, but personally as well. They are informed about the challenges facing their environment and have the digital capabilities they need to access an increasingly digital world. Children leave Duncombe with a solid foundation of the key skills gained through meaningful learning experiences and with the cultural capital that they need to succeed.



## Overview



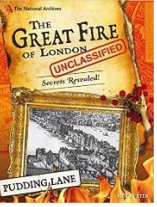


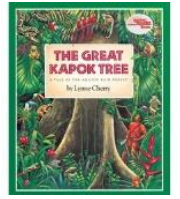
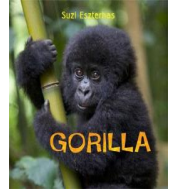

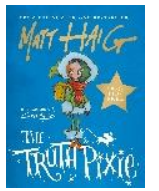
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

### How to use this curriculum map:

All learning is broken down into individual subject areas. It has six separate sections to correspond with the half-term it will be studied in. Often each half-term will include a specific unit, or units, of learning, which are detailed. Each unit will cover a progressive programme of learning, which is briefly explained. In some cases, the planned progression is based on a scheme of learning, of which the basis is explained.



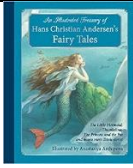
Year 2

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics and Reading	OVERVIEW	 <p>Children continue to participate in Read, Write, Inc. phonics sessions at the beginning of Year 2. They do a daily speed sounds session (a Set 3 sound), followed by a reading session using Read, Write, Inc. levelled texts. Children will take this book home to practice. The expectations for progression in Year 2, following the Read, Write, Inc. book banding, are as follows:</p>		<p>Children are expected to move on to whole-class guided reading sessions by January in Year 2. Teachers plan reading lessons based on high-quality texts to allow children to develop their ability to:</p> <ul style="list-style-type: none"> <li>- Retrieve information from a text</li> <li>- Infer information from a text</li> <li>- Make predictions about a text</li> <li>- Make connections and links between things they have read</li> </ul> <p>They will have sessions in the timetable where they will practice reading comprehension skills in order to prepare for the format of the Key Stage 1 reading assessments.</p>			
	UNIT	Blue	Grey	 Mighty Min by Melissa Castrillon   Extracts from The Great Fire of London: Unclassified by Nick Hunter	 Flat Stanley by Jeff Brown   Anna Hibiscus by Atinuke  Poetry Unit: Revotling Rhymes (Goldilocks) by Roald Dahl (Compare to a traditional version) My teacher ate my homework by Kenn Nesbit	 The Great Kapok Tree by Lynne Cherry   Gorilla by Suzi Eszterhas	 The Enormous Crocodile by Roald Dahl   The Truth Pixie by Matt Haig

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p>	<p><b>OVERVIEW</b></p> <p>Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using topic-linked high quality texts. These texts are selected to have varied characters and themes, and reflect the diversity of the world in which we live and the challenges the world faces in the future. They are often, but not always, at a level beyond what children can read themselves, to help them acquire more challenging and advanced vocabulary. Children produce an extended piece of writing at least every fortnight, which varies in genre.</p>					



UNIT TEXTS



The Princess and the Pea by Hans Christian Andersen



The Pea and the Princess by Mini Grey



Into the Forest by Anthony Browne

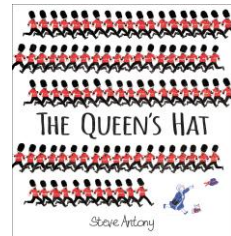


There is No Dragon in This Story by Lou Carter

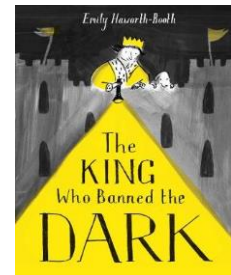
Poetry unit: Fireworks Night

The Owl and the Pussycat by Edward Lear

The Crocodile by Roald Dahl  
Poetry Performance



The Queen's Hat by Steve Anthony



The King Who Banned the Dark, by Emily Haworth Booth

Non-fiction: Queen Elizabeth II



The Great Fire of London by Emma Adams and James Weston Lewis



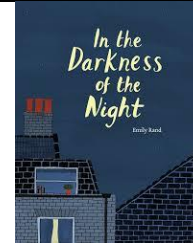
London Calls! By Gabby Dawnay



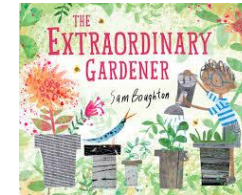
The Lost Property Office by Emily Rand



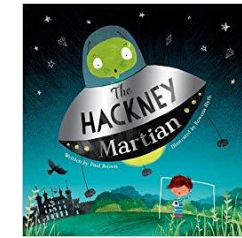
The Buildings that made London by David Long and Josie Shenoy



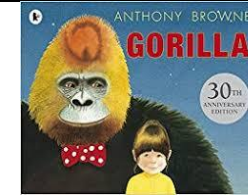
In the Darkness of the Night by Emily Rand



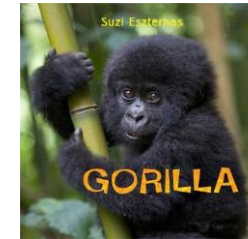
The Extraordinary Gardener by Sam Boughton



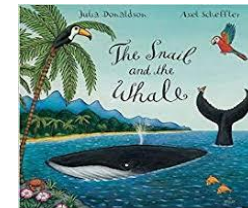
The Hackney Martian by Paul Brown



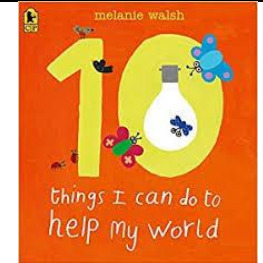
Gorilla by Anthony Browne



Gorilla by Suzi Eszterhas



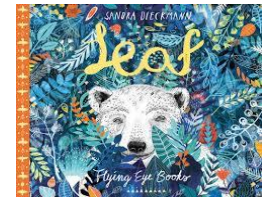
Snail and the Whale by Julia Donaldson



10 Things I can do to help my world by Melanie Walsh




The Journey by Francesca Sanna



Leaf by Sandra Dieckmann



	<p><b>WRITING OUTCOMES</b></p>	<p><b>Retell a narrative:</b> Princess and the Pea story</p> <p><b>Character description:</b> Princess and the Pea poster</p> <p><b>Innovate a story:</b> writing an innovative fairy-tale</p>	<p><b>Poetry:</b> Using the five senses to create firework poetry</p> <p><b>Newspaper article:</b> news article about the Queen’s missing hat</p> <p><b>Persuasive letter:</b> a letter to the king</p> <p><b>Information text:</b> about Queen Elizabeth II</p>	<p><b>Diary entry:</b> The Great Fire of London diary from the point of view of Thomas Farriner</p> <p><b>Instructions:</b> how to bake bread.</p> <p><b>Description:</b> the items in the Lost Property Office.</p>	<p><b>Poetry:</b> sounds/sights/weather in the city of London.</p> <p><b>Persuasive advert:</b> You should come and visit London because...</p> <p><b>Retell a narrative:</b> The Extraordinary Gardener.</p>	<p><b>Innovate a story:</b> Gorilla - innovating the ending of a familiar story.</p> <p><b>Information text:</b> Gorillas and Dianne Fossey</p> <p><b>Letter:</b> Thank you letter to the Zookeeper</p>	<p><b>Instructions:</b> instructions to create a better world</p> <p><b>Non-fiction report:</b> climate change.</p> <p><b>Non-fiction report:</b> science project</p> <p><b>Innovate a story:</b> a journey across the world</p>
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Mathematics	OVERVIEW	 <p>We follow whole-class mastery programme Power Maths. Aligned with White Rose Maths, it allows children to learn new concepts, built in small, logical steps and explored through clear mathematical structures and representations. Through a coherent progression of small steps, children see a range of representation and structure, variation, and develop their fluency and mathematical thinking. In Year 2, units have been spiralled to allow children to revisit key number concepts over the year so that they are prepared for their assessments in May.</p>					
	UNITS	U1: Numbers to 100 U2: Addition and subtraction (1)	U4: Money U5: Multiplication and division (1) U7: Statistics	U9: Properties of shapes U8: Length and height U10: Fractions U6: Multiplication and division (2)	U3: Addition and subtraction (2) U14: Weight, volume and temperature U13: Time	U12: Problem solving and efficient methods U11: Position and direction	<b>End of Key Stage assessments</b> Review following assessments
	LEARNING	Unit 1: Counting objects to 100, representing numbers to 100, tens and ones, comparing numbers, ordering numbers, counting in 2s, 5s and 10s, counting in 3s.  Unit 2: related facts - addition and subtractions, using number facts to check calculations, comparing number sentences, finding related facts, making number bonds to 100, adding and subtracting 1s, finding 10 more and 10 less, adding and subtracting 10s, adding a 2 digit and 1 digit number, subtracting a 1 digit number from a 2 digit number.	Unit 5: making equal groups, multiplication as equal groups, adding equal groups, multiplication sentences, using arrays, 2 times table, 5 times table, 10 times table, solving multiplication word problems.  Unit 4: counting money, showing equal amounts of money, comparing amounts of money, calculating total amounts, finding change, solving two step word problems  Unit 7: making tally charts, creating pictograms, interpreting data, block diagrams, solving word problems.	Unit 9: Recognising 2D and 3D shapes, drawing 2D shapes, counting sides and vertices on 2D shapes, finding lines of symmetry, sorting 2D shapes, making patterns with 2D shapes, counting faces, edges and vertices on 3D shapes, sorting 3D shapes, making patterns with 3D shapes.  Unit 8: measuring in centimetres and metres, comparing lengths, ordering lengths, solving length word problems.  Unit 10: introducing whole and parts, making equal parts, recognising and finding a quarter, unit fractions, $\frac{1}{2}$ and $\frac{2}{4}$ , finding $\frac{3}{4}$ , understanding a whole and parts.  Unit 6: making equal groups, sharing, grouping, dividing by 2, odd and even numbers, dividing by 5 and 10, bar modelling, solving division word problems	Unit 3: Adding two 2 digit numbers (2), subtracting two 2 digit numbers (4), adding 3 1 digit numbers, solving word problems (2).  Unit 14: Comparing mass, measuring mass in grams and kilograms (3), comparing volume, measuring volume in millilitres and litres (3), measuring temperature using a thermometer, reading thermometers.  Unit 13: telling and writing time to the hour a half hour, telling time to the quarter hour, telling time to 5 minutes, minutes in an hour, finding durations of time, comparing durations of times, finding the end time, hours in a day.	Unit 12: Using number facts, using number facts and equivalence, using a 100 square, missing number problems, mental addition and subtraction (2), efficient subtraction, solving addition and subtraction problems, solving multiplication and division problems, solving mixed problems.  Unit 11: Describing, movement and turns Making patterns with shapes  SATs consolidation	Review and consolidate.









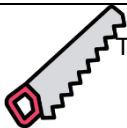




Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<b>OVERVIEW</b>	Children are taught a body of scientific knowledge, as stated in the national curriculum, through sessions that encourage them to 'work like scientists'. They will: ask simple questions and recognise they can be answered in a variety of ways; observe closely using simple equipment and their five senses; perform simple tests; identify and classify; notice similarities and differences; gather and record data to help answer questions and use observations and ideas to suggest answers to questions. Teachers will use talk resources to provoke high-level scientific thinking.					
	<b>UNIT</b>	Animals, including humans: growing up healthy	Use of everyday materials	Living things and their habitats	Investigation skills	Dian Fossey and gorillas	Plants
	<b>LEARNING</b>	Children will learn to notice that animals, including humans, have offspring that grow into adults. The children will use baby pictures to observe the changes the children have gone through already. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children will learn to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Children will learn about healthy and unhealthy foods by creating their own healthy meals (models or drawings). They will discuss the importance of exercise, linking with their PE sessions. They will also identify how animals and humans change as they grow.	Children will learn to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Children will make links with recycling materials. The children will learn to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Children will learn how to identify, describe and compare everyday materials using a range of sorting activities (physical and visual). They will be encouraged to use scientific vocabulary when discussing materials. The children will investigate the properties of different materials through practical experiments, e.g. waterproofing and sustainability or scratching and squashing.	Children will learn to explore and compare the differences between things that are living, dead, and things that have never been alive by sorting and comparing images. They will learn to 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 using talk, images and research. Children will learn to identify and name a variety of plants and animals in their habitats, including microhabitats and 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.	Children will learn how to sort animals according to their scientific classifications. They will take part in a habitat project and create habitat dioramas for an animal of their choice. They will compare different habitats and discover how animals are adapted to their habitats. The children will investigate mini beast's habitats around the local area and use scientific language to make observations and predictions about the environments they live in.	Children will be introduced to the basic needs of animals for survival. They will learn about gorillas and the scientist Dian Fossey. They will discover why animals become endangered around the world. The children will become activists by campaigning for endangered species, making posters, masks and models of animals, linking to their art lessons.	Children will observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children will observe different plants and use scientific vocabulary to describe the parts of a plant. They will make life drawings of plants with labels and cut into a plant to see the different parts and how they work. The children will investigate the conditions that plants need to grow by growing their own plant. Children will set up a comparative test to show that plants need water and light to stay healthy and stay alive.


Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Overview</b>	Every topic starts in an exciting way with a 'Wow' start, engaging the children through an art, design or food experience. History and geography will embed speaking and listening activities such as debate and drama. There will also be opportunities for high-quality written outcomes. Children will learn how to be historians by developing a sense of chronology and improving enquiry skills such as research and critical analysis of sources and artefacts. In geography, they will study areas locally, nationally and globally developing their knowledge of other cultures. They will also complete one topic a year which has focus on sustainability, such as litter, biodiversity or transport.					
<b>Topic</b>	<b>UNIT</b>	Kings and Queens		London		Explorers	
		<u>History focus:</u> Creating a chronological timeline and family trees	<u>History focus:</u> Kings and Queens of the UK	<u>History focus:</u> The Great Fire of London	<u>Geography focus:</u> Modern London	<u>History focus:</u> Famous explorers and explorations	<u>Geography focus:</u> South America
	<b>LEARNING</b>	Children will learn that: A monarch is a king or a queen and the right to be a monarch is inherited. The oldest son of the monarch gets to be the next king (although this rule changed in 2016). They will create a timeline of significant British monarchs, learn to order years since 1066. They will create their own family trees to display inheritance and family relationships. Children will discuss who the 'first' monarch was and learn about the Norman conquest in 1066. They will look at some of the things that William the Conqueror did at this time, including constructing the Tower of London. They will learn that monarchs are not always popular and link the legend of 'Robin Hood' to the real figure of King John I. They will write about the Magna Carta and understand that the monarch must consult with parliament. They will learn key facts about the life of Henry VIII and compare his life with Tudor peasants.	Children will learn that Elizabeth I is famous for a period of economic prosperity and success for England. They will study 'The Armada Portrait' and look at how it demonstrates her achievements and power. They will compare her with another famous female monarch, Queen Victoria. They will see that she had a large family, unlike Elizabeth I, but also presided over a successful time for Great Britain. She is the longest serving monarch. They will examine historical artefacts to learn more about the royal family by looking at the Imperial State Crown and the origins of the jewels. They will design and create collages of suitable royal clothing. They will study how parliament makes decisions now about our country and evaluate what choices they would make. They will learn that the Royal family is growing, and look at the lineage to predict the next royal family in their lifetime.	Children will learn that: In 1666, a fire started in a tiny bakery on Pudding Lane and burned down most of London. The fire is known as the Great Fire of London. People wrote about the fire in letters and newspapers e.g. Samuel Pepys, and historical artefacts were used to find out what happened. In the past, houses were made of wood, which caused the fire to spread quickly. London has changed over time. Buildings are now made of glass, metal and bricks. There are many famous landmarks in London e.g. the Shard, Big Ben, London Bridge, the Shard and St Pauls Cathedral. London is a tourist destination and many people visit every year.	Children will learn that: London is the capital city of England and is in the continent of Europe. Over 8 million people live in London. London is special because it is a diverse city with a range of buildings, transport, people and cultures. People travel around London using buses, trains, tube, trams and cable car. A map is used to identify locations in a city or country. Google maps can be used as an interactive tool to look at aerial and street views of places around the world.	Children will learn that: There are 4 countries in the United Kingdom. There are seven continents and all differ in climate, weather, cuisine, culture and lifestyle. An atlas is used to locate countries all over the world. A key can help you to identify points of interest and physical and geographical features. Children will discuss and compare explorers of the world. (e.g. Christopher Columbus, Francis Drake, Amelia Earhart, Marco Polo) There are two main species of gorilla, the Eastern Gorilla and the Western Gorilla. Many animals (focus on gorillas) are critically endangered because of disease, poaching and deforestation. Dian Fossey was a scientist and conservationist known for undertaking an extensive study of mountain gorilla groups from 1966 - 1985. Dian Fossey set up a foundation to protect mountain gorillas from extinction.	Children will learn that: South America is a continent. There are 13 countries in South America. The Amazon rainforest is in South America. It is the largest rainforest in the world. There are similarities and differences between Brazil (focus on the village of Rio Negro) and the UK (comparison with London). In Brazil, there is a famous carnival called 'Rio Carnival'. There are also carnivals in London e.g. Notting Hill Carnival. Climate change is caused by increased levels of CO2 in the atmosphere. We can care for our world through recycling, reducing waste, walking instead of using transport and growing our own food etc. People can make positive change through investment in charity, peaceful protest and through raising awareness of world issues.

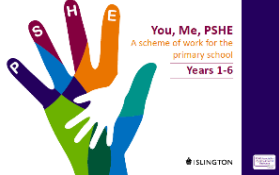
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	OVERVIEW	 <p>RE lessons follow the London Borough of Islington Agreed Syllabus for Religious Education (2017-2022).</p> <p>In Key Stage 1, pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p> <p>During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christian, Muslim and Jewish people. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.</p> 					
	UNIT	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?		How and why do we celebrate special and sacred times? (Ramadan and Eid)	How should we care for others and the world, and why does it matter?	
	LEARNING	Children will discover what Muslims believe about God/Allah, and how this is demonstrated. They will then consider what is important to them. They will then explore leaders, and learn that leaders set a good example. They will discuss how the Prophet is a leader for Muslims, who follow his teachings. They will share and discuss story of Muhammad and the cat. Children will present and discuss special places and objects, including Muslim children presenting objects such as prayer mats and the Qur'an. They will discuss why they are important. Children will look at images of mosques and share Muslim children's experiences. Children will listen to the call to prayer and discuss how the sound feels. They will learn about: minarets, domes, the prayer hall, the direction of prayer mats, clocks, wash rooms, the Imam, Islamic patterns, lack of statues and paintings. Children will learn about the Qur'an. They will discuss how, for Muslims, this is the word of God – a guide to help them live their lives. They will share story of the first revelations. Children will explore the Shahadah in Arabic calligraphy and learn about prayer beads – 99 beads for names for Allah – Creator, Judge, Merciful, and Forgiver. They will consider how this links to the Christian idea of Trinity. Children will then summarise and discuss what matters most to Muslims: praying, the Qur'an, special words, stories, the mosque, and give reasons for their views. Children will be given the opportunity to visit Central London Mosque.	Children will talk about the fact that Jewish people believe in god and they remember god in different ways (e.g. mezuzah, on Shabbat). They will look at the mezuzah and discuss how it reminds Jewish people of God. They will learn the story of Purim and make traditional shakers. They will listen to the story told at Chanukah and reflect upon the meaning of the story and why Jewish people celebrate. They will reflect on how they give thanks in their own family.		Children will discuss the differences between religious and non-religious celebrations and identify some of each. Children will explore Ramadan and make links with Lent. They will discuss Eid-al-Adha and Eid-al-Fitr and how they differ. They will then look at similarities and differences between religious festivals.	Children will understand that many religious people believe that God created the world, and discuss how this might affect how they treat it. They will look at the creation story that is shared by Christians, Jewish people and Muslims. They will discuss the Muslim idea of 'guardianship/Khalifa' of the world. They will learn the Bible story of the 'Good Samaritan' and discuss its meaning. They will learn about Dr. Barnado, and how he was influenced by his religious values.	

Subject		During the year, children will learn the following skills:			
<b>Music and Performance</b> (instrument: recorder)	<b>OVERVIEW</b>	 <p>Children receive weekly tuition from specialist teachers from Music Education Islington. In Year 2, children learn to look after and play their first instrument, the recorder. They have opportunities to perform throughout the year – at International Evening, singing in the Nativity performance and in their own class assembly performance where they play their recorders.</p>			
	<b>UNITS</b>	<b>Learn and Perform:</b> Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.	<b>Create and Compose:</b> Developing key musical ideas through collaboration and creative improvisation and composition.	<b>Listen and Appraise:</b> Using listening skills to respond and review music and to evaluate their own work.	<b>Knowledge and Understanding:</b> Developing theoretical knowledge of music and an appreciation of music through history.
	<b>LEARNING</b>	Children will learn to: Use voices expressively and creatively. To sing with the sense of shape of the melody. To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To think about others while performing.	Children will learn to: Repeat short rhythmic and melodic patterns. To begin to explore and choose and order sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure).	Children will learn to: To respond to different moods in music and explain thinking about change in sounds. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	Children will learn to: To identify and recognise repeated patterns and follow a wider range of musical instructions To understand how musical elements create different moods and effects. To confidently represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. (E.g. It's quiet and smooth so it would be good for a lullaby.)

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	OVERVIEW	Children are given regular opportunities to use drawing to share their ideas and imagination during English, Topic and science lessons. In each term, there is opportunity for drawing skills and techniques to be taught explicitly. Children are encouraged to create illustrations for their written work and to explain their ideas or understanding in the form of a drawing. Each year, there is also the opportunity for children to focus on painting, printing and clay. They will study artists, discuss what they know about art, gather their ideas and evaluate and explain their work. Children will experience Design and Technology through textiles, food and construction projects. The textiles and construction projects will involve the children developing, planning and communicating ideas, working with tools, equipment, materials and components to make quality products and evaluating processes and products. Children will learn about healthy eating and nutrition as well as experiencing cooking food. Children will have the opportunity to complete extended projects during termly 'Challenge Days.'					
	UNITS	DT: Food	Drawing	Drawing	Painting	Drawing	Printing
	LEARNING	 <p>Children will make healthy food plates to link with their learning in science. They will look at how to follow a recipe.</p>	 <p>Children will explore portraits of historical kings and queens wearing intricate clothing and recreate these using detailed drawing,</p> <p>Children will design outfits for royalty, first using pencil and colour, then using fabric and paper to collage.</p> <p>Children will visit the National Portrait Gallery and look at the symbolism used in paintings in the Tudor gallery.</p>	 <p>Using 'The Buildings that made London by David Long and Josie Shenoy', children will create detailed drawings of London landmarks. They will learn about hard and soft sketching pencils. They will also develop their ability to use a ruler.</p> <p>They will create city silhouettes using chalk on dark paper to create a representation of the Great Fire of London.</p> <p>They will focus on 'learning to look' when drawing from observation at St Pauls Cathedral.</p>	 <p>Children will create a colour wheel, learning how to mix secondary colours. They will then create a final piece in watercolour that shows the London skyline. Children will use masking tape to create clean lines, and a wash underneath for effect.</p>	 <p>Linked to learning in science, reading and writing, children will use charcoal to create detailed drawings of endangered animals, including gorillas. They will learn to sketch lightly, exploring the way Frank Auerbach uses line.</p>	 <p>During English lessons, they will make foam leaf stamps and use these to replicate the colours and textures used on the cover of <i>Leaf</i>, by Sandra Dieckmann. They will explore the work of Frida Kahlo for inspiration.</p>  <p>Children will create a rainforest collage inspired by the work of Andy Goldsworthy.</p>
Challenge Day	 <p>Children will use clay to create tiles of kings and queens. They will learn how to join clay. They will learn about creating high relief and low relief on a tile. Children will rub colour into the low relief and it will be biscuit fired.</p>	 <p>Children will construct models of Tudor buildings, experimenting with basic tools on rigid and flexible materials. They will learn to measure, saw and join wood.</p>	 <p>Children will create carnival masks, using basic sewing skills to join together fabric and to decorate it in a visually appealing way. They will learn to fix beads and pasta to their mask with wool. They will look at models of Brazilian carnival headdresses and the work of Romero Britto for their inspiration.</p> 				

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	UNIT	E-safety	Digital literacy: using a computer	Coding: Scratch Jr – introduction and fundamentals	Digital literacy: using a computer	Digital literacy: taking and using photos	Coding: Scratch Jr – introduction and fundamentals
	LEARNING	Children will learn: how to stay safe on the internet, how to use technology safety, be able to describe the rules for staying safe online, use these rules to discuss a story, and make a game that explores how to make good choices on the internet.	Children will learn: about what an 'age appropriate' website might be, about the idea of a digital footprint, how to treat others with respect and courtesy online, how to use search engines effectively, to create a bank of favourite websites, and how to create video content and share it safely.	Children will learn: to describe and use instructions to program a character, to make this character shrink and grow, to program the character to move at speed and distance, to use a repeat instruction to make a sequence of instructions that run more than once, and to create a program that plays a recorded sound.	Children will learn: how computers can help you learn, how the internet works, how people use computers at work, how animation works, before making their own animation.	Children will learn: what makes a good photo, what a camera is and how it works (they will have the opportunity to experiment with a pin-hole camera), to save and organise their photos, to edit a photo and to present their photos.	Children will learn: how to animate their sprite, to make sprites appear and disappear, how to use a repeat block, how to control a sprite's actions, how to change the size of a sprite, to use messaging to control a sprite, and how to use these skills to create a game.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	UNIT	Games: Invasion, Net and Wall	Fundamentals: Agility, Balance and Coordination	Gymnastics	Games: Striking and Fielding	Dance: Agility, Balance and Coordination	Fundamentals: Agility, Balance and Coordination (Athletics)
		Children will: Show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills.	Children will learn to run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed.	Children will plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well.	Children will: show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills.	Children will: perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active.	Children will: run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed.
	LEARNING	 <p>Children will run a 'Daily Mile' around the playground every day. This helps improve the children's fitness, stamina and energy levels. After the activity, children's concentration, focus and behaviour are improved.</p>					

Subject		Autumn	Spring	Summer		
PSHE	OVERVIEW	 <p>We use 'You, Me, PSHE: A scheme of work for the Primary School: Years 1-6.' This is the scheme of work for Islington. It is broken down into seven strands: relationships and health education, drug, alcohol and tobacco education, keeping safe and managing risk, mental health and emotional wellbeing, physical health and wellbeing, careers, financial capability and economic wellbeing, identity, society and equality. All units are age appropriate.</p>				
	UNIT	Mental health and emotional wellbeing: <u>Friendship</u>	Physical health and wellbeing: <u>What keeps me healthy?</u>	Keeping safe and managing risk: <u>Indoors and outdoors</u>	Drug, alcohol and tobacco education: <u>Medicines and me</u>	Relationships and health education: <u>Boys and girls, families</u>
	LEARNING	Children will learn: about the importance of special people in our lives, about making friends and who can help with friendships, and about solving problems that might arise with friendships.	Children will learn: how to eat well, about the importance of physical activity, sleep and rest, and about people who help us to stay healthy and about basic health and hygiene routines (including teeth brushing).	Children will learn: about keeping safe in the home, including fire safety. They will have a visit from the London Fire Brigade to explain basic fire safety routines. They will learn about staying safe outside and about road safety.	Children will learn: why medicines are taken, where medicines come from and about how to keep themselves safe around medicines. They will also learn about what asthma is, and why some children may have medicines for this.	Children will learn: to understand and respect the differences and similarities between people, about the biological differences between male and female animals and their role in the life cycle, about the biological differences between male and female children, about growing from young to old and that they are growing and changing, that everybody needs to be cared for and ways in which they can care for others, and about different types of families and how their home life is special.