



Learning at Duncombe Primary School

Curriculum Intent Statement

At Duncombe we give the children the very best start in life by providing them with high quality education. We equip our children with the essential knowledge and key learning skills needed to succeed, with a curriculum that promotes communication, critical thinking, and creativity. Our **ASPIRE** ethos encourages the development of attributes children require to be life long learners. These are:

- **Ambition**
- **Self- esteem**
- **Perseverance**
- **Independence**
- **Respect**
- **Enthusiasm**



These values underpin our curriculum and ensure that every child can reach their full potential. 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 pupils, including disadvantaged pupils, those with English as an Additional Language (EAL) and pupils with Special Educational Needs and Disabilities (SEND).

We celebrate the rich diversity of our pupils and strive to ensure that their wellbeing and safety is embedded in all that we do.

Our curriculum is broad and balanced and 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 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 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.

Progressive framework of knowledge and skills

To develop the school's curriculum, subject leaders identified the essential knowledge, skills and key vocabulary that pupils should learn year on year. 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. 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.

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 use our local community effectively and pupils 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 provide opportunities which align with our **ASPIRE** values to learn about higher education and the world of work. Every year group has the opportunity to take part in a wide range of visits and workshops, in addition to special curriculum days and weeks focused on the foundation subjects. 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. Children meet experts and specialist visitors, who may be parents or from the local community, who can help bring the curriculum to life.

Environmental issues

We pride ourselves on equipping our children to take on the biggest challenges our planet will face in the future. Every year group has an environmental unit which they study in depth e.g. deforestation in Year 2 and the how to reduce waste in Year 5. These units progress year on year to ensure that children have a sound knowledge of environmental issues by the time they leave Duncombe. These provide authentic contexts for learning.

Word power & communication

We know that one of the keys to addressing disadvantage and ensuring success is developing a wide vocabulary in our pupils. We help children unlock language by working on word building and finding opportunities to use new vocabulary in context. Subject leaders have developed 'vocabulary ladders' which allow children to acquire subject specific vocabulary of increasing sophistication over time. 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.

SEN

In line with our ASPIRE values, the curriculum is planned and differentiated to meet the range of individual needs of all pupils at Duncombe. All our pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. Teachers at our school use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning this way, our pupils with SEN and disabilities are able to receive their full entitlement to the National Curriculum. The progress of SEN pupils across the curriculum is carefully monitored and is part of the continuous professional development we offer all staff. Further details can be found in the SEN and Accessibility Plan policies on our school website.

Due to our broad, balanced, and knowledge-rich curriculum, 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.

Please see the Teaching and Learning policy and Curriculum Statements for each subject for further information.




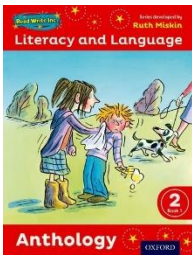
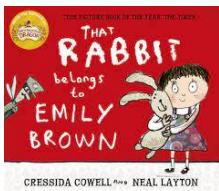
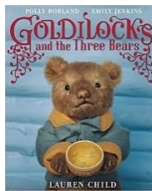
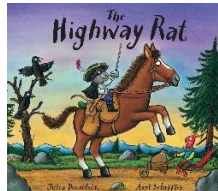
Overview

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

How to use this curriculum map:

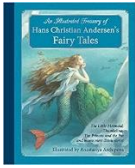


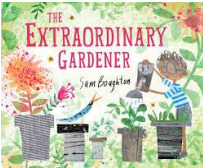
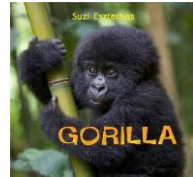
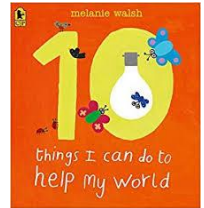
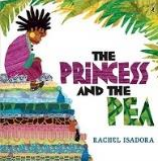
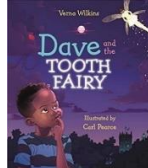





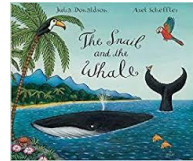


All learning is broken down into individual subject areas. It has six separate sections to correspond with the half-term it will be studied in. Often each half-term will include a specific unit, or units, of learning, which are detailed. Each unit will cover a progressive programme of learning, which 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"> - Retrieve information from a text - Infer information from a text - Make predictions about a text - Make connections and links between things they have read <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 |  |  <p>That Rabbit belongs to Emily Brown by Cressida Cowell</p> |  <p>Goldilocks and the Three bears by Lauren Child</p> |  <p>The Highway Rat by Julia Donaldson</p> |

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| | | <ul style="list-style-type: none"> Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words Speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words | <ul style="list-style-type: none"> Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words | <p>Children continue to read the texts from the Literacy and Language Anthology and focus on the above objectives.</p>  <p>Mighty Min by Melissa Castrillon</p> |  <p>Pattan's Pumkin by Chita Soundar</p> |  <p>Dinosaurs and all that Rubbish by Michael Foreman</p> |  <p>Flat Stanley by Jeff Brown</p> |
| | |  <p>To support the transition to WCR, texts are chose from RWI's follow o programme, Literacy and Language</p> <ul style="list-style-type: none"> Sister for sale Parents and their young Beauty and the beast |  <p>Extracts from The Great Fire of London: Unclassified by Nick Hunter</p> |  <p>A First Book of Fairy Tales by Mary Hoffman Poetry Unit: Revotling Rhymes (Goldilocks) by Roald Dahl (Compare to a traditional version) My teacher ate my homework by Kenn Nesbit</p> |  <p>Mufaro;s Beautiful Daughters by John Stepton</p> |  <p>The Day the Crayons Quit by Oliver Jeffers</p> |  <p>Rosa Parks, Little Poepl Big Dreams by Lisbeth Kaiser</p> |

| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|----------|--|----------|----------|----------|----------|----------|
| English | OVERVIEW | Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using 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. We teach writing using the Talk for Writing approach which is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Teachers embed spelling and grammar lessons throughout the teaching sequence. The Talk for Writing approach ensures progression across year groups and allows us to develop the essential oracy skills and vocabulary knowledge our children need to become successful writers. | | | | | |

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| | UNIT TEXTS |  <p>The Princess and the Pea by Hans Christian Andersen</p> |  <p>The Owl and the Pussycat by Edward Lear</p> |  <p>The Great Fire of London by Emma Adams and James Weston Lewis</p> |  <p>The Extraordinary Gardener by Sam Boughton</p> |  <p>Gorilla by Suzi Eszterhas</p> |  <p>10 Things I can do to help my world by Melanie Walsh</p> |
| | |  <p>The Princess and the Pea by Rachel Isadora</p> | <p>Poetry Performance</p>  <p>Dave and the Tooth Fairy by Verna Wilkins</p> |  <p>London Calls! by Gabby Dawney</p> | <p>Narrative-The Key</p> | <p>Letter to Dr Stone</p> |  <p>The Journey by Francesca Sanna</p> |
| | |  <p>The Frog Prince by Pippa Goodhart</p> |  <p>The King Who Banned the Dark, by Emily Haworth Booth</p> |  <p>The Lost Property Office by Emily Rand</p> | |  <p>Snail and the Whale by Julia Donaldson</p> |  <p>Leaf by Sandra Dieckmann</p> |
| | |  <p>Black history Month celebration</p> | | | | | |

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| | WRITING OUTCOMES | <p><i>Whole School Assessment Piece</i></p> <p>Retell a narrative: Princess and the Pea story.</p> <p>Innovate a traditional tale. The princess and the frog.</p> | <p>Poetry: Write a narrative based on the poem.</p> <p>Narrative: Story about losing tooth.</p> <p>Persuasive letter: A letter to the king.</p> | <p>Diary entry: The Great Fire of London diary from the point of view of Thomas Farriner</p> <p>Persuasive: Advert to invite tourist to visit London.</p> <p>Description: The items in the Lost Property Office.</p> | <p>Letter: A recount from Sam's point of view.</p> <p>Retell a narrative: Innovate a story about a magi key.</p> <p><i>Whole School Assessment Piece</i></p> | <p>Persuasive Letter: Ask to become Dr Stone's assistant.</p> <p>Information text: Gorillas</p> <p>Letter: Thank you letter to the Zookeeper</p> | <p>Non-fiction report: Climate change.</p> <p>Non-fiction report: Science project</p> <p>Innovate a story: A journey across the world</p> <p><i>Whole School Assessment Piece</i></p> |
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| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Mathematics | OVERVIEW | We teach maths using extended blocks to enable children to develop a depth of understanding and a mastery of the key concepts. The curriculum map matches the structure of White Rose but has been adapted to meet the needs of our children ensuring that key concepts are revisited and support long term memory retention with a balance of fluency, reasoning and problem solving. Teachers plan using resources from White Rose, NCETM and the DfE Ready to Progress documents which allow children to learn through a range of representations (concrete, pictorial and abstract) and see patterns and connections through variation | | | | | |
| | UNITS | <ul style="list-style-type: none"> Place value- 3 weeks Addition and subtraction – 4 weeks | <ul style="list-style-type: none"> Addition and subtraction – 1 week Multiplication and division – 3 weeks Money – 2 weeks Assessment - 1 week | <ul style="list-style-type: none"> Multiplication and division- 2.5 weeks Fractions – 3 weeks | <ul style="list-style-type: none"> Shape – 2 weeks Time- 1 week Assessment - 1 week Measurement: Length and Height- 2 weeks | <ul style="list-style-type: none"> SATs prep: revision of key areas – 2 weeks SATs week- 1 week Measurement: Mass, Capacity & Temperature- 3 weeks | <ul style="list-style-type: none"> Position and direction- 1 week Time – 1 week Statistics- 2 weeks Applying calculation strategies to problem solving – 2 weeks |
| | FLUENCY SESSIONS | NCETM Mastering Number Sessions: covering Subitising, cardinality, ordinality and counting, composition comparison, addition and subtraction/ number facts (Recep / Y1 sessions as interventions to those that need) | NCETM Mastering Number Sessions (Recep / Y1 sessions as interventions to those that need) | NCETM Mastering Number Sessions (Recep / Y1 sessions as interventions to those that need) | NCETM Mastering Number Sessions (Recep / Y1 sessions as interventions to those that need) | Mixed fluency Continue NCETM Mastering Number sessions to those that need. | Mixed fluency Continue NCETM Mastering Number sessions to those that need. |

| OBJECTIVES | <p>Place Value</p> <ul style="list-style-type: none"> •count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward •recognise the place value of each digit in a two-digit number (tens, ones) •identify, represent and estimate numbers using different representations, including the number line •compare and order numbers from 0 up to 100; use <, > and = •read and write numbers to at least 100 in numerals and in words •use place value and number facts to solve problems. <p>Additive thinking skills and recall</p> <ul style="list-style-type: none"> •recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <p>Calculating + and –</p> <ul style="list-style-type: none"> •solve problems with addition and subtraction: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures -applying their increasing knowledge of mental and written methods •+ and - numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding 3 one-digit numbers •show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot •recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | <p>Calculating x and /</p> <ul style="list-style-type: none"> •recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the x, ÷ and equals (=) signs •show that x of two numbers can be done in any order (commutative) and ÷ of one number by another cannot •solve problems involving x and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Measure - Money</p> <ul style="list-style-type: none"> •recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value •find different combinations of coins that equal the same amounts of money •solve simple problems in a practical context involving + and - of money of the same unit, including giving change | <p>Calculating x and /</p> <ul style="list-style-type: none"> •recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> •recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity •write simple fractions for example, $\frac{1}{2}$ of 6 = 3 •recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. •find double and halves. | <p>Geometry –Shape</p> <ul style="list-style-type: none"> •identify and describe the properties of 2-D shapes, incl the number of sides and line symmetry in a vertical line •identify and describe the properties of 3-D shapes, including the # of edges, vertices and faces •identify 2-D shapes on the surface of 3-D shapes [e.g a circle on a cylinder and a triangle on a pyramid] •compare and sort common 2-D and 3-D shapes and everyday objects. <p>Measure - time</p> <ul style="list-style-type: none"> •compare and sequence intervals of time •tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times •know the number of minutes in an hour and the number of hours in a day. <p>Measure – Length / Height</p> <ul style="list-style-type: none"> •choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels •compare and order lengths, mass, volume/capacity and record the results using >, < and = | <p>Calculating + and – / x / fractions etc</p> <p>~Revision See Autumn</p> <p>Measure – Mass, Capacity Temp.</p> <ul style="list-style-type: none"> •choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels •compare and order lengths, mass, volume/capacity and record the results using >, < and = | <p>Geometry – position and direction</p> <ul style="list-style-type: none"> •order and arrange combinations of mathematical objects in patterns and sequences •use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). <p>Statistics</p> <ul style="list-style-type: none"> •interpret and construct simple pictograms, tally charts, block diagrams and simple tables •ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity •ask and answer questions about totalling and comparing categorical data. (apply knowledge of 2s, 5s and 10s) <p>Measure - time See Spring 2</p> |
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| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|----------|--|---|---|--|--|--|
| Science | OVERVIEW | 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. | | | | | |
| | UNIT | Animals, including humans: growing up healthy | Use of everyday materials | Living things and their habitats | Investigation skills | Dian Fossey and gorillas | Plants |
| | LEARNING | 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). Children will name objects, say what material it is made from and identify the properties. They will make links between its properties and its use and use words like flexible and stiff/rigid. The children will investigate the properties of different materials through practical experiments, e.g. waterproofing, scratching and squashing. | Children will learn to notice that animals, including humans, have offspring that grow into adults using appropriate names for the stages. 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 why good hygiene is important. Children will learn about healthy and unhealthy foods by creating their own healthy meals (models or drawings) and name each section of the Eatwell Guide. They will discuss the importance of exercise, linking with their PE sessions. | Children will learn to explore and compare the differences between things that are living, dead, and things that have never been alive by finding a range of items outside. They will know that dead things include dead animals and parts of plants and animals no longer attached, for example, leaves and fur. 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. They will be able to discuss what an animal eats and how plants provide shelter for them. 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 using arrows, 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 minibeast 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 Diane 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 observe that seeds and bulbs need to be planted outside at particular times of the year and they will germinate and grow at different rates. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy and understand that some plants need full sun whereas others may need partial or full shade. Children will observe different plants and use scientific vocabulary to describe the parts of a plant. They will make drawings of plants with labels. The children will investigate the conditions that plants need to grow by growing their own plants identifying the requirements of different plants.. |

| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | OVERVIEW | 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. | | | | | |
| History and Geography | UNIT | Kings and Queens | | London | | Explorers | |
| | | History focus: Kings and Queens of the UK | History focus: Kings and Queens of the UK Geography Focus: South America | History focus: The Great Fire of London | Geography focus: Modern London | History focus: Geography Focus: Famous explorers and explorations | Geography focus: South America History: Mary Seacole |


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| | LEARNING | <p>Children will learn that: A monarch is a king or a queen and the right to be a monarch is inherited. Ground the learning in the Queen's Jubilee 2022 celebrations.</p> <p>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.</p> | <p>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.</p> <p>Physical and human features of South America. 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.</p> | <p>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.</p> <p>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.</p> | <p>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. Spotting key landmarks in London and the basic human features. 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. Introduce the purpose of a key on Google Maps. Children to identify what the different symbols mean.</p> | <p>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.</p> <p>Introduction to the four points on the compass: North, South, East and West. Using locational and directional language to describe the journey of different explorers. Children will discuss and compare explorers of the world. (e.g. Christopher Columbus, Francis Drake, Amelia Earhart, Marco Polo)</p> | <ol style="list-style-type: none"> 1. How can we work out why Mary Seacole is famous? She was Jamaican and lived about 200 years ago. She was not a trained nurse but helped British soldiers during battles, especially in the Crimean War. She is now thought to be the greatest black Briton and is celebrated in many ways including a recent statue opposite the Houses of Parliament in London. Her achievement went a long time before being properly recognised. 2. What were the most important moments in Mary's life? Children can sequence main events in Mary's life in three distinct phases. They can deduce some of Mary's qualities as they learn what she did. E.g. her determination to help despite being rejected many times and having to fund her own way to the Crimea. They can explain how people reacted to her at different times in her life. 3. How important was Mary's work in the Crimean war? and how do we know? Pupils can explain Mary's role in setting up her hotel. They know what she did to improve soldier's lives in terms of providing food, comfort etc. They know that she visited the battlefield to tend to injured soldiers during ceasefires. 4. What made Mary so special? Pupils understand that Mary was exceptionally kind and comforting but was also dynamic. They appreciate that Mary paid her passage to the Crimea and was |
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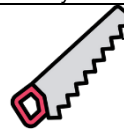


Year 2

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| | | | | | | | <p>determined to go despite being rejected as a nurse. She was brave, even visiting the soldiers on the battlefield.</p> <p>5. Why doesn't everyone agree that Mary deserves her statue at St. Thomas hospital? Pupils can give 3 reasons why Mary Seacole deserves a statue They can give 3 reasons why she does. They can think of at least 1 reason why it might be thought unfair to put her statue on the site of St Thomas' hospital rather than somewhere else equally prominent.</p> |
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| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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? |

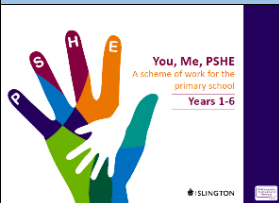
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| | LEARNING | <p>Children will discover what Muslims believe about God/Allah, and how this is demonstrated. They will consider what is important to them. They will then explore leaders, and learn that leaders set a good example. They will discuss 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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
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| Subject | | During the year, children will learn the following skills: | | | |
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| Music and Performance (instrument: recorder) | OVERVIEW |  <p>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. Children take part in a weekly singing assembly. If children come to after school club they can join 'Mini Music' where they get to explore a wide variety of instruments</p> | | | |
| | UNITS | Learn and Perform: Controlling sounds through singing or playing instruments, building technique, musicality and passion for performing. | Create and Compose: Developing key musical ideas through collaboration and creative improvisation and composition. | Listen and Appraise: Using listening skills to respond and review music and to evaluate their own work. | Knowledge and Understanding: Developing theoretical knowledge of music and an appreciation of music through history. |
| | LEARNING | Children will learn to: Use voices expressively and creatively. To sing melodically. 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 |
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| 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 | <div></div> <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>Focus: Black History Month Children will create a portrait of Queen Nefertiti</p> | <div></div> <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> | <div></div> <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>DT: Children will create and burn down Pudding Lane by creating the town with recycled materials.</p> | <div></div> <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> | <div></div> <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> | <div></div> <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. Children will create a</p> <div></div> <p>rainforest collage inspired by the work of Andy Goldsworthy.</p> |
| Challenge Day | <div></div> <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> | <div></div> <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> | | <div></div> <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> <div></div> | | | |

| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Computing | OVERVIEW | Lessons follow the Islington scheme of work for each year group. The scheme uses resources from various platforms including Teach Computing and Common Sense Media. The children use a range of software including Google programs, Scratch and J2E. The Computing curriculum is split into three strands: Digital Literacy, Information Technology (IT) and Computer Science. Each half term, children will participate in one digital citizenship lesson, helping them to develop positive digital habits and stay safe online. Children use Chromebooks in core lessons to gain experience with technology, establish cross-curricular links and prepare for the digital workplace. | | | | | |
| | UNITS | Digital Literacy: How to use a computer safely IT : Multimedia and Digital Writing | IT : Multimedia and Digital Writing IT: Data handling | IT: Communication and Collaboration Digital Literacy: Safer Internet Day | Computer Science: Coding | IT: Creating Media | Computer Science: Coding |
| | LEARNING | Children will: How to use a computer safely and write their own rules/ guide to keep them safe online. How to use the internet to research information. To use research to write their own sentences and paragraphs. | Children will: How to use online word processing software to create and publish their own story. How to use online software to create tally charts and to present data in pictograms. | Children will: How to access online home learning platforms. How to save, retrieve and respond to feedback given about their work. In line with Safer Internet Day, children will undertake activities that show them how to stay safe online, at home and in school. Cross-curricular: Work done on an online platform can be linked to Science, Geography, History or RE topic. | Children will: How to design, write and sequence more complex algorithms. To edit and debug their algorithms. | Children will: How to use devices to take a collection of digital photographs. To evaluate what makes a good digital photo and make choices about their own digital photographs. To evaluate whether a digital photograph is real or fake. | Children will: How to use online tools to create simple programs to achieve a purpose. To use sequences and loops in their programming. |

| Subject | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| PE | Overview | Children in Year 2 will participate in PE lesson's every week, focusing on further developing their gross motor skills whilst also taking part in more advanced sports and games than the ones practised in Year 1. Fundamental skills that were focused on in Year 1 like hitting, kicking, throwing, catching and dribbling will again be focused on but will now be used and practised in more challenging games and scenarios. Children in Year 2 will also continue to have blocked dance and gymnastics sessions at the end of every half term. | | | | | |
| | UNIT | Throwing & Catching/ Inventing Games + Dance/Gymnastics | Bat & Ball Games + Dance/Gymnastics | Dribbling, Hitting & Kicking + Dance/Gymnastics | Invasion Games + Dance/Gymnastics | Striking & Feilding + Dance/Gymnastics | Athletics |
| | LEARNING | <p>Children will:</p> <p>Practise and develop their basic throwing & catching skills and work on the techniques we use to help us do so.</p> <p>Work in small groups to create a game based around a topic (target throwing game, catching game, etc).</p> <p>Develop their teamwork skills when in a group and share creative ideas.</p> | <p>Children will:</p> <p>To use different sports equipment to strike a ball.</p> <p>How to strike a ball in a controlled way which increases their accuracy.</p> <p>Different skills while controlling their ball with a racket (bouncing, balancing, steering, etc).</p> <p>How to hit a ball with their racket to a partner and to receive it from them.</p> | <p>Children will:</p> <p>Take part in games and activities that practise having control over a ball when dribbling, hitting or kicking.</p> <p>Learn to have control over their ball when bouncing it with their hands, or kicking with their feet.</p> <p>Play football games that focus on dribbling and controlling the ball.</p> <p>Play cricket games and matches to practise hitting a ball with accuracy.</p> | <p>Children will:</p> <p>Participate in team games like End Zone, Football and Handball to use their fundamental skills learnt in previous units in a competitive team environment.</p> <p>Continue to develop their tactical understanding of the games they play.</p> <p>Use teamwork skills to help their team succeed in the game.</p> | <p>Children will:</p> <p>Use different techniques to send a ball in an accurate direction.</p> <p>Will catch and throw objects in competitive games against others.</p> <p>Play sports like Kick Ball, Quick Cricket and Mini Rounders.</p> | <p>Children will:</p> <p>How to perform the three main phases of a Sprint Race and to understand what they are and how they help us.</p> <p>How to best perform in a Relay Race and to effectively pass on the baton to their teammate</p> <p>How to throw a javelin with the correct form and learn the techniques used to help us throw further.</p> <p>The techniques used to help us jump as far as we can when taking part in the Long Jump event.</p> <p>To prepare for Sports Day events.</p> |
| | |  <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 | |
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| 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 recap from nursery). | 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. | |

