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| **Holywell C of E Primary School**  **Curriculum Coverage 2021-2022 Year A** | | | | |
| **Year 2 & 3** | **Autumn**  **Wed 8/9/21- Fri 17/12/21**  **HT 25 -29 /10/21** | **Spring**  **Tues 4/1/22 – Fri 8/4/22**  **HT – 21 – 25/2/22** | | **Summer**  **Mon 25/4/22 – Fri 22/7/22**  **HT Fri 27/5/22 Mon 6/6/22** |
| **Theme** | **People who change the world**  What do we Know about the Victorians and how they live?  Events beyond living memory.  Significant historical events, people and places in their own localities. | **Take a walk on the wild side** | | Time Detectives  How did Florence and Mary change the way hospitals work? Who had the biggest impact?  Events beyond living memory  Lives of significant people |
| **Stunning Start** | **Victorian Carousel of activities**  Children to dress up as Victorians  Sepia photos/silhouettes/ miniatures/  Victorian artefacts hired from the museum – what are they?  Sketching and naming |  | | **Florence Nightingale Carousel of activities**  Children to dress up at doctors and nurses.  Create a timeline about Florence Nightingale.  Create a fact file about her. |
| **Maths** | We have a whole school mastery approach to Maths teaching, using the **White Rose schemes of work** as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum.  We have an agreed ‘Key Facts for Fluency’ focus for each half term and home learning will often be linked to this. | | | |
| Number: Place value  Number: Addition and subtraction  Measurement, money (Y2)  Number: Multiplication and division |  | | Addition and subtraction  Multiplication and division  Fractions  Time  Measurement |
| **English – Writing** | We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils **Imitate** (learn a text), **Innovate** (makes some changes) and then **Invent** their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. | | | |
| **Texts and Writing styles** | **I Don't Believe It, Archie!**  Andrew Norriss, Author  This book is very funny. Archie sets off to do normal things but then gets waylaid by unusual happenings. He then forgets to do his original task. Organised by days of the week, this book is great for planning and writing a different type of plot. Each chapter has the blueprint of a comedy.  Focus: **events, plot, comedy, complex sentences, adverbials** | **An anthology of intriguing animals** | | **Grendel: A Cautionary Tale About Chocolate.**  Grendel finds a note in a chocolate egg telling him he has 3 wishes. Grendel wishes that everything he touches turns to chocolate. Grendel loves turning everything into chocolate, until he turns his mum into chocolate.  **Focus:** write a wishing tale style story.  **Fantastically Great Women Who Changed the World.**  A selection of biographies about great women who changed the word.  **Focus:** write a biography about a famous person. |
| **English - Reading** | We use the Read, Write, Inc. programme. Children are grouped according to their RWI level and plans are followed accordingly.  Children are sent home reading books, which are based on their RWI level. These build on the children’s knowledge and experience already gained. Phonics is taught explicitly every day and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Please see website for further information and to view our RWI policy.  Once children have complete the RWI programme, they go onto the Accelerated Reader programme. They take books home based on a ZPD score and are quizzed on these books once they have completed then. Please see website for further information and to view our accelerated reader policy. | | | |
| **Science** | **The Nation Curriculum aims for Science aim to ensure that all pupils:**   * **develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.** * **develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.** * **are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.**   **Programme of Study -**The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. ‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study.  **Subject content KS 1**  **Scientific Enquiry (Statutory Requirement) -**During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions   **Subject content Lower KS 2**  **Scientific Enquiry (Statutory Requirement) -** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings. | | | |
| **Science** | **Light**  Light and Dark  To recognise that we need light in order to see things and that dark is the absence of light by taking part in a ‘feely bag’ investigation.   * I can recognise that I need light to see things, and that dark is the absence of light.   Reflective Surfaces  To notice that light is reflected from surfaces by choosing the most reflective material for a new book bag.   * I can investigate which surfaces reflect light.   Marvellous Mirrors  To notice that light is reflected from surfaces by playing mirror games.   * I can use a mirror to reflect light and explain how mirrors work.   Sun Safety  To recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat.   * I know that light from the sun can be dangerous and that there are ways we can protect our eyes.   Making Shadows  To recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating the best material for curtains for a baby’s bedroom.   * I can investigate which materials block light to form shadows.   Changing Shadows  To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.   * I can find patterns when investigating how shadows change size.   **Forces and Magnets**  Pushes and Pulls  To notice that some forces need contact between two objects by identifying the different types of forces acting on objects.   * I can identify the forces acting on objects.   Faster and Slower  To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces.   * I can investigate how a toy car moves over different surfaces.   Scrapyard Challenge  To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials.  To compare and group materials according to whether they are magnetic by sorting materials.   * I can sort magnetic and non-magnetic materials.   Magnet Strength  To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets.   * I can investigate the strength of magnets.   Magnetic Poles  To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure.   * I can explore magnetic poles.   Marvellous Magnets  To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game.   * I can observe how magnets attract some materials. | |  | **Growth and survival**  How do I keep my body healthy and grow big and strong?  **Animals including humans:**  To notice that animals, including humans, have offspring which grow into adults.  **Year 2**  To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  **Year 3**  Children will understand the need for a healthy, balanced diet. They will find out how each food group help us and why exercise is important.  They will be able to discuss the life cycle of a human and explain what offspring is. |
| **Art and Design** | **The Nation Curriculum aims for Art and Design aim to ensure that all pupils:**   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms   **Subject content KS 1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   **Subject content KS 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | | |
| **Art and Design** | Who is LS Lowry  To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry.   * I can compare two paintings. Lowry Colours   Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of painting a seascape.   * I can paint a seascape using colours I have mixed.   Learn about the work of a range of artists in the context of LS Lowry.   * I can talk about the work of LS Lowry.   Perspective  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of using perspective.   * I can paint a background.   Buildings  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of drawing buildings in the style of Lowry.   * I can draw buildings to use in my Lowry City Collage.   Learn about the work of a range of artists in the context of LS Lowry.   * I can talk about the work of LS Lowry.   Matchstick Figures  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of creating matchstick figures.   * I can draw matchstick figures.   Learn about the work of a range of artists in the context of LS Lowry.   * I can talk about the work of LS Lowry.   Lowry City Collage  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context using scissor skills.   * I can use good scissor skills.   Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a collage.   * I can make a Lowry City Collage. | **Aboriginal Art**  In this topic, children will taught the main features of aboriginal art and will replicate this using their own ideas. | | **Super Sculptures**  In this unit children will find out about the work of a range of well-known sculptors such as Moore, Gormley and Goldsworthy commenting on their personal preferences.   * I can research famous sculptors. * I can create observational drawings of sculptures create by famous sculptors.   They will use a range of materials and techniques to create sculptures inspired by famous works of art.  We will create a sculpture, using clay, based on the work of Marc Quinn.   * I can design a sculpture based on the design of Marc Quinn. * I can use clay to create a sculpture based on the design of Marc Quinn.   To learn to use a range of materials creatively to design and make products.  To use sculpture to develop and share ideas.  To learn about the work of a range of artists.  To create sketch books to record their observations and use them to review and revisit ideas. |
| **Computing** | **The Nation Curriculum for Computing aims to ensure that all pupils:**   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology.   **Subject content KS 1:**  **Pupils should be taught to:**   * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.   **Subject content KS 2:**  **Pupils should be taught to:**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | |
| **Data Dash – Barefoot computing**  **Overview**  In this lesson pupils answer questions about countries’ performance in a multi-sports competition by  selecting and using data attributes and values. Pupils then plan how to answer the question ‘Are we  as fast as a professional athlete?’ by identifying the data they will need to collect.  **Pupil objectives**  **I know a data attribute is a feature or property of something**  **I know a data value is the value collected for a data attribute**  **I can select and use data attributes and values to work out answers**  **to questions**  **I can identify which data attributes are required to answer a question**  **Overview**  In this lesson pupils enter the data they collected after lesson 1 (pupils’ time to run 20 meters) into  spreadsheets. They then set up formula within their spreadsheet to calculate pupils’ speed in metres  per second (calculated data).  **Pupil objectives**  **I know a spreadsheet is software that is used to store, organise**  **and calculate data**  **I can enter collected data into a spreadsheet**  **I can set up a formula in a spreadsheet**  **I can distinguish between collected data and calculated data**  **I can analyse and evaluate data to answer a question**  **Overview**  In this lesson pupils evaluate their data to decide if it answers the question ‘Are we as fast as a professional athlete?’ and identify any further data attributes which might be required. Pupils use spreadsheets to create further calculated data and analyse this to provide an answer to their given question.  **Pupil objectives**  **I know that if data does not provide an answer to a question, new data**  **might need to be collected or calculated**  **I can analyse and evaluate data to answer a question**  **I can set up formula**  **I can use data to answer a question**  **I can explain how I used the data modelling cycle to provide an answer to a question** |  | | We are Researchers  Children will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Pupil objectives:  I can use a search engine to find out information about a subject.  I can use word to write about the information I have found out.  I can save a word file and come back to it another time. |
| **Design and Technology** | **The Nation Curriculum aims for history aim to ensure that all pupils:**   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook   **Subject content KS 1 and 2**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts  **Cooking and nutrition**  As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. | | | |
| The History Behind Warburtons  Understand how key events and individuals in design and technology have helped shape the world in the context of the history behind Warburtons.   * I can find out about important people and events in the past that have shaped the way bread is made and sold today.   Evaluate Existing Products  Investigate and analyse a range of existing products in the context of different breads made by Warburtons.   * I can investigate and analyse existing products according to their characteristics.   Design Criteria and Shaping  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of creating a design criteria for a new type of bread. Select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately in the context of shaping salt dough.   * I can develop a design criteria. * I can shape dough.   Designing  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating initial designs for a new bread product.   * I can think of original ideas for a product based on my design criteria.   Final Designs  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a new bread product.   * I can develop designs based on my design criteria and clearly communicate my final design.   Making and Evaluating Bread  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a new bread product. Select from and use a wider range of equipment to perform practical tasks accurately. Evaluate their ideas and products against their own Design Criteria.   * I can select ingredients and kitchen equipment to help me follow a bread making recipe. * I can knead and bake. |  | | **Puppets**  In this unit children will find out how to work with fabric to create their own puppets. Children will then develop and refine their sewing skills before designing, creating and evaluating their own glove puppets.  Children will learn a range of stitches, which they will then use to create their puppet.  Children will design their puppets, adding details of stick types, shapes and colours they will use.  Once complete, children to evaluate their puppets. Thinking about what they have done well and what could have gone better.  **Curriculum objectives (Year 2):**  To design purposeful, functional, appealing products for themselves and other users based on design criteria.  To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  To select from and use a range of tools and equipment to perform practical tasks.  To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  To evaluate their ideas and products against design criteria.  **Curriculum objectives (Year 3):**  To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  To select from and use a wider range of tools and equipment to perform practical tasks accurately.  To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  To investigate and analyse a range of existing products.  To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |
| **Geography** | **The Ventrus curriculum offer for Geography in Key Stages 1, 2 and 3 is designed to:**   * Provide teachers with defined geographical content, which meets the aims and requirements of the National Curriculum for Geography including those which should be studied in depth; * Enable teachers to access high quality shared resources relating to the areas studied and thereby contributing to a reduction in their workload; * Ensure that teachers have a consistent understanding of the knowledge and skills which define the age related expectation * Ensure that children transition to secondary school with the knowledge and skills which will enable them to be successful across Key Stages 3 and 4.   **The National Curriculum for Geography aims to ensure that all pupils:**   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.   **Subject content KS 1**  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness  **Subject content KS 2**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | | |
| **Building Locational Knowledge – UK**  **National Oak Academy:**  <https://classroom.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1>  **What is the geography of Scotland?**   * In this lesson, we will recap our knowledge of the seven continents, and locate the UK on a world map. We will then zoom into Scotland and look at the different human and physical geographical features. We can then compare these to the area where we live.   **What is the geography of Wales**   * In this lesson, we will recap our knowledge of the seven continents, and locate the UK on a world map. We will then zoom into Wales and look at the different human and physical geographical features. We can then compare these to the area where we live, as well as comparing them to Scotland.   **What is the geography of Northern Ireland?**   * In this lesson, we will recap our knowledge of the seven continents, and locate the UK on a world map. We will then zoom into Northern Ireland and look at the different human and physical geographical features. We will then think about urban and rural land use in Northern Ireland, as well as in your local area!   **What is the geography of England?**   * In this lesson, we will recap our knowledge of the seven continents, and locate the UK on a world map. We will then zoom into England and look at the different human and physical geographical features. We will then combine our knowledge of all of the UK countries and design a travel brochure! | **Australia**  In this topic, children will learn about the significant features of Australia. | | **Light Touch**  **Building Locational Knowledge – Europe**  [Unit - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/building-locational-knowledge-europe-0322)  What are the countries of Europe?   * In this lesson, we will recap on continents and locate them on a world map. We will then look at the different countries in Europe and discuss which are in Northern, Southern, Eastern and Western Europe.   What are the physical features of Europe?   * In this lesson, we will be learning about the four regions of Europe: Central Uplands, Western Uplands, North European Plain and Alpine Mountains. You will also learn about the tallest mountain in Europe and also the important rivers that divide up Europe   What are some of Europe’s most important human characteristics?   * In this lesson, you will learn about the population of Europe as well as understanding the population density in each subregion of Europe. You will study the important cities and landmarks across Europe, learning lots of new facts! Finally, you will also learn more about the economy of Europe and what is traded into (imported) and traded out of (exported) Europe. |
| **History** | **The Ventrus curriculum offer for history in Key Stages 1, 2 and 3 is designed to:**   * Provide teachers with a defined list of historical periods, which meets the aims and requirements of the National Curriculum for History and from which they must choose a specified number of areas, which should be studied in depth; * Enable teachers to access high quality shared resources relating to the areas studied and thereby contributing to a reduction in their workload; * Ensure that teachers have a consistent understanding of the knowledge and skills which define the age related expectations * Ensure that children transition to secondary school with the knowledge and skills which will enable them to be successful across Key Stages 3 and 4.   **The National Curriculum aims for history aim to ensure that all pupils:**   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 2 * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.   **Subject content KS 1**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  **Subject content KS 2**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | |
|  | **Victorians**  **1. Introduction to the Victorians**  **• To put the Victorian period into historical context**  **• To use historical sources to find out about the Victorian period**  **2. Who was Queen Victoria?**  **• To find out about the life of Queen Victoria**  **• To think about why Victoria became such a popular monarch**  **3. Which famous inventions came from the Victorians?**  **• To find out about some famous Victorian inventions**  **• To explain how new inventions changed people’s lives during the Victorian period**  **4. What was the Industrial Revolution?**  **• To find out what the Industrial Revolution was**  **• To explain how Victorian Britain was changed by the Industrial Revolution**  **5. How did the Victorians respond to the new railways?**  **• To find out how the introduction of the railways changed travel and trade**  **• To explain different viewpoints about the new railways**  **6. What was life like for working Victorian children?**  **• To find out what sort of jobs were taken by Victorian children**  **• To explore what life was like for Victorian working children**  **7. How did Lord Shaftesbury improve the lives of Victorian children?**  **• To explore why Lord Shaftesbury was an important figure**  **• To find out how Lord Shaftesbury’s campaigns improved children’s lives during the Victorian period**  **8. What were Victorian schools like?**  **• To find out how rules about who could go to school changed over the Victorian period**  **• To compare Victorian schools with modern day schooling**  **9. What kind of clothes did the Victorians wear?**  **• To use historical sources to make observations about Victorian clothing**  **• To compare clothes for rich and poor people from Victorian times**  **10. What was Victorian Crime and Punishment like?**  **• To find out about typical crimes and punishments in the Victorian period**  **• To compare Victorian punishments to the modern day justice system.** | **Light touch**  In this topic, we will look at the history of Australia and how people came to live there. | | **Marvellous Medicine**  How did Florence and Mary change the way hospitals work? Who had the biggest impact?  In this history unit children will learn about the lives of significant individuals Florence Nightingale and Mary Seacole. They will find out how these two women influenced modern medicine and consider the question who had the biggest impact?  **Key Learning:**  To understand why some people are signification to use.  To know who Florence Nightingale is and why she is significant.  To know what hospitals looked like in the 1800s.  To understand how Florence Nightingale improved the standard in the Scutari hospitals.  To understand why people were grateful for Florence Nightingale’s work.  To know who Mary Seacole is and why she is significant.  To understand how Florence Nightingale and Mary Seacole changed the way hospital work.  To be able to discuss whether Florence Nightingale or Mary Seacole had the biggest impact on the changes in hospitals.  **Curriculum Objectives:**  To learn about events beyond living memory that are significant nationally or globally.  To learn about the lives of significant individuals in the past who have contributed to national and international achievements. |
| **MFL** | **The National Curriculum aims for MFL aim to ensure that all pupils:**  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and process specified in the relevant programme of study.  **Subject content KS 1**  Curriculum content is not outlined for KS1.  An introduction to a variety of languages during incidental learning times would be deemed appropriate eg. Learning to answer the register in a new language or learning to count.  **Subject content KS 2**  Pupils should be taught to:  § listen attentively to spoken language and show understanding by joining in and responding  § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  § speak in sentences, using familiar vocabulary, phrases and basic language structures  § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  § present ideas and information orally to a range of audiences\*  § read carefully and show understanding of words, phrases and simple writing  § appreciate stories, songs, poems and rhymes in the language  § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  § write phrases from memory, and adapt these to create new sentences, to express ideas clearly  § describe people, places, things and actions orally\* and in writing Languages – key stage 2 3  § understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  The starred (\*) content above will not be applicable to ancient languages | | | |
|  |  | | **French**  Children will be taught to say:   * hello and goodbye * ask what someone’s name is and tell people their own name. |
| **Music** | **The Nation Curriculum aims for music aim to ensure that all pupils:**   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.   **Subject content KS 1**  Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music.   **Subject content KS 2**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | | | |
|  |  | | **Charanga is used as a whole school approach. Topics are as follows for the summer term:**  Friendship Song – POP  Children will listen and respond to songs about friendship.  Reflect, Rewind and Replay – Classical  Children will think about the history of music in context. |
| **Physical Education** | **The National Curriculum aims for physical education aim to ensure that all pupils:**   * develop competence to excel in a broad range of physical activities; * are physically active for sustained periods of time; * engage in competitive sports and activities; * lead healthy, active lives.   **Subject content KS 1**  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to master basic movements including running, jumping, throwing and catching. As well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Pupils should all participate in team games, developing simple tactics for attacking and defending. Pupils should be able to perform dances using simple movement patterns.  **Subject content KS 2**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. To be able to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. To be able to perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. Be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Swimming and water safety**  All schools must provide swimming instruction in key stage 2 (schools may provide swimming instruction in key stage 1).  In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Pupils should also be able to perform safe self-rescue in different water-based situations. | | | |
| Real PE  Sporting Events |  | | Real PE  Sporting Events  Tennis  Sports Day |
| **PSHE** | **The aims for the Ventrus PSHE curriculum is to provide pupils with:**   * accurate, balanced and relevant knowledge * opportunities to turn that knowledge into personal understanding * opportunities to explore, clarify and if necessary, challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities * the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives * opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy   During Key Stages 1, 2 and 3, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness as they move through the primary and secondary phase. PSHE builds on the skills that pupils have previously acquired, in order to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.  **Subject Content KS1 and 2**  **Ventrus Primary schools deliver the compulsory Relationships Education and compulsory Health education requirements embedded within the PSHE curriculum.  Programmes of study outlined by the PSE association are used as a tool for mapping coverage of delivery alongside the RSE statutory guidance through an online resource called 1Decision.  Ventrus Primary schools teach all aspects of the compulsory requirements including puberty; they also teach the associated NC science content (For examples: body parts, human body as it grows, animal reproduction).** | | | |
| **One Decision**  4 – 8 years – Nurture Group  The beginning  My emotions  My family  My network  My future  My helpers |  | | **One Decision** – this is used as a whole school approach and topics for the term are as follows:   * Living in our World * Working in our World * Hazard watch * Relationships/Growing & Changing |
| **Religious Education** | **The Ventrus curriculum offer for RE in Key Stages 1, 2 and 3 is designed to:**   * explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.   **The Devon & Torbay Agreed Syllabus (2019-2024) aims for RE aim to ensure that all pupils:**  **make sense of a range of religious and non-religious beliefs,** so that they can:  • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary  • explain how and why these beliefs are understood in different ways, by individuals and within communities  • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation   1. **understand the impact and significance of religious and non-religious beliefs,** so that they can:    • examine and explain how and why people express their beliefs in diverse ways   • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world  • appreciate and appraise the significance of different ways of life and ways of expressing meaning   1. **make connections between religious and non-religious beliefs, concepts, practices and ideas studied**, so that they can:   • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses   • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response  • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding  **Subject content KS 1**  Pupils should be taught:  **Making sense of beliefs**   * identify core beliefs and concepts studied and give a simple description of what they mean * give examples of how stories show what people believe (e.g. the meaning behind a festival) * give clear, simple accounts of what stories and other texts mean to believers   **Understanding the impact:**   * give examples of how people use stories, texts and teachings to guide their beliefs and actions * give examples of ways in which believers put their beliefs into practice   **Making connections:**   * think, talk and ask questions about whether the ideas they have been studying, have something to say to them * give a good reason for the views they have and the connections they make   **Subject content KS 2**  Pupils should be taught:  **Making sense of beliefs:**   * identify and describe the core beliefs and concepts studied * make clear links between texts/ sources of authority and the core concepts studied * offer informed suggestions about what text * sources of authority can mean and give examples of what these sources mean to believers * identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions * describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts * give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority   **Understanding the impact:**   * make simple links between stories, teachings and concepts studied and how people live, individually and in communities * describe how people show their beliefs in how they worship and in the way they live * identify some differences in how people put their beliefs into practice * make clear connections between what people believe and how they live, individually and in communities * using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures * make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly * raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live   **Making connections:**   * give good reasons for the views they have and the connections they make * make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) * reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently * consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make | | | |
| **RE** | **What do Christian’s learn from the Creation Story?**  BY THE END OF THIS UNIT, PUPILS  ARE EXPECTED TO BE ABLE TO:  Place the concepts of God and  Creation on a timeline of the  Bible’s ‘Big Story’.  Make clear links between Genesis 1 and what Christians believe about God and creation.  Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the  earth in some specific ways.)  Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not  Christians.  PUPILS WILL KNOW THAT  CHRISTIANS BELIEVE:  • God the Creator cares for the  creation, including human beings.  • As human beings are part of  God’s good creation, they do best  when they listen to God.  • The Bible shows that God *wants*  to help people to be close to him  — he keeps his relationship with  them, gives them guidelines on  good ways to live (such as the Ten  Commandments).  • [Building block from EYFS:  Christians believe God made our wonderful world and so we should look after it.]  BY THE END OF THIS UNIT, PUPILS  ARE EXPECTED TO BE ABLE TO:  Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’.  Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.  Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.  Make links between what  stories in the Bible say about  human beings, and pupils’ own  ideas about how people should  behave.  PUPILS WILL KNOW THAT:  • The Bible tells a story (in  Genesis 3) about how humans  spoiled their friendship with God  (sometimes called ‘the Fall’).  • This means that humans cannot  get close to God without God’s help.  • The Bible shows that God *wants*  to help people to be close to him  — he keeps his relationship with  them, gives them guidelines on  good ways to live (such as the  Ten Commandments), and offers  forgiveness even when they keep  on falling short.  • Christians show that they  want to be close to God too,  through obedience and worship,  which includes saying sorry for  falling short. |  | | **Who is Muslin and how do they live?**  Make sense of belief:   * Recognise the words of the Shahadah and that it is very important to Muslims. * Identify some of the key Muslims beliefs about God found in the Shahadah and the 99 names of Allah. * Give example of how stories about the Prophet show what Muslims believe about Muhammad.   Understand the impact:   * Give examples of how Muslims use the Shahadah to show what matters to them * Give examples of how Muslims use stories about the Prophet to guide them and actions * Give examples of how Muslims put their beliefs about prayer into action   Make connections:   * Think, talk and ask questions about Muslims beliefs and ways of living   **Who is Jewish and how do they live?**  Make sense of beliefs:   * Recognise words from the Shema as a Jewish prayer * Retell simply some stories used in Jewish celebrations * Give examples of how the stories used in celebrations remind Jews about what God is like   Understand the impact:   * Give examples of how Jewish people celebrate special times * Make links between Jewish ideas of God found in the stories and how people live * Give an example of how some Jewish people might remember God in different ways   Make connections:   * Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people * Give good reason for their ideas |
| **Trips** | Victorian school in Appledore. |  | |  |
| **Memorable middle** | Spend a day making Victorian games and playing them. |  | |  |
| **Fantastic Finish** | Parents to dress up as Victorians – come to our Victorian school for some learning. Have a break time and play Victorian games. |  | | Let’s become doctors and nurses.  We will how to bandage wounds. |