

CURRICULUM OVERVIEW FOR EARTH



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---------------------|----------------------|---------------------|----------------|----------|--|
| Driver | Fair trade | Inspirational People | Exploring the world | On my doorstep | Changes | Forces of Nature |
| Cycle 1 | Fairtrade Chocolate | Astronauts | Italy | School Days | Toys | Oceans and seas/ Christopher Columbus |

Autumn 1

Theme: Fairtrade Chocolate

Immersive Experience

Looking at chocolate beans and tasting chocolate

A visit to a shop to buy chocolate

History

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Geography

- I understand what fairtrade is and the reasons why it is important
- I can remember the name of the seven continents and five oceans and look at the routes of trade
- I know that I live in a capital city and can compare it to a place in non-European Country of Africa
- I can describe the key physical features of a chocolate plantation in Ghana including mountain, river, sea and vegetation
- I can identify Ghana as a hot area of the world in relation to the equator
- I can use a map to find the UK and Ghana

Art and Design

- I can spend time doing observational drawings of chocolate
- I can create an observational drawing, including shading and

Design and Technology

- Year 2- I can design purposeful product for a targeted audience based on a design criteria (new chocolate bar wrapper)

Philosophy for Children

- What is a good person?
- Should people care more about doing the right thing or doing things right?
- What is fair?

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| <p>mark making with a range of pencils.</p> <ul style="list-style-type: none"> • | | |
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Discrete Subjects

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| IT and Computing | PSHCE/ Citizenship |
| <p>Theme: Staying Safe</p> <p>Objectives & Skills: Children will explore how to use some of the apps and sites that will be viewed over the coming year. Children will also be shown how to log into and save on these sites.</p> <p>Identify when inappropriate content is accessed and act appropriately. Recognise that a variety of devices can be used to connect a number of people. Consider other people's feelings on the Internet.</p> <p>Resources: laptops/ i-pads</p> | <p>Theme: Mental health and Emotional Wellbeing: Friendship Anti-Bullying Week</p> <p>Objectives & Skills: Children will learn: -About the importance of special people in their lives -About making friends and who can help with friendships -About solving problems that might arise with friendships.</p> |
| Music | Spanish |
| <p>Unit: Hands, Feet, Heart</p> <p>Style: South African styles</p> | <p>Basic Greetings Boy / girl Mum/ dad Man/ woman Mr/ Mrs</p> |

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| <p>Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> | |
| <p>Science</p> | |
| <p>Plants (Year 2)</p> | |
| <p>Objectives & Skills:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p> <p>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> | |
| <p>Autumn 2</p> | |
| <p>Theme: Astronauts</p> | |
| <p>Immersive Experience</p> | |
| <p>Build a Time travel machine/space shuttle to act as a role play area throughout the topic</p> | |
| <p>History</p> | <p>Geography</p> |
| <ul style="list-style-type: none"> • I can understand why Neil Armstrong went into space • I can recall the events that happened at the time • I can use words and phrases such as like, before, after, then and now to order events from the time and place them on a timeline • I can look at pictures of the event and think about how trust worthy the evidence is • I can talk/write about what I know and have learnt and offer opinion and facts with some reasoning about the historic event | <ul style="list-style-type: none"> • |

| Art and Design | Design and Technology | Philosophy for Children |
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| <ul style="list-style-type: none"> Year 2- I can use my picture to create different effects on the computer | <ul style="list-style-type: none"> Year 2- I can design and make a simple space shuttle in an outdoor environment (weather permitted) and choose appropriate hand tools to cut and shape my product. | <ul style="list-style-type: none"> Is there a time when you shouldn't share? Would it matter if we did not have Harvest? <i>What would you prefer? Staying on earth or going to space?</i> <i>Should we be free to go to space?</i> |

Discrete Subjects

| IT and Computing | PSHCE/ Citizenship |
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| <p>Theme: Multimedia</p> <p>Objectives & Skills: Using both Microsoft Word and LGFL JILT, children will create simple storyboards and learn how to insert information from the internet into a word document. Word process short texts to present. Choose a suitable subject and collect some information. Create a mind-map of this data</p> <p>Resources: laptops/IPads and LGFL JILT</p> | <p>Theme: Physical health and wellbeing: What keeps me healthy?</p> <p>Objectives & Skills: Children will learn: -Some of the factors that make a healthy person -How to keep healthy (The importance of eating three balanced meals a day and doing physical exercise and resting every day. -About basic health and hygiene routines (To look after their teeth and wash their hands thoroughly)</p> |
| Music | Spanish |
| <p>Charanga Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> | <p>Numbers 1-10 Secondary colours</p> |
| Science | |
| <p>Materials and Their Uses</p> <p>Objectives & Skills:</p> | |

- I can say why I would choose a material for a particular job.
- I can explain how objects made from some materials can be changed.

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Spring 1

Theme: A Journey through Europe (Spanish focus)

Immersive Experience

Taste Spanish food and dress up in traditional Spanish clothing
Sing Spanish songs

History

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Geography

- I can revise the 7 continents and 5 oceans
- I can learn about Spain as a country in Europe and use a map to find it
- I can compare London as a capital city with Madrid the capital city of Spain
- I can use simple compass directions, (North, East , South and west) to learn about places in Spain and their culture, food and weather
- I can compare Spain to another country and locate them both on a map

| Art and Design | Design and Technology | Philosophy for Children |
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| <ul style="list-style-type: none"> Year 2- I can use different grades of pencil to create shapes in my Joan Miro work. | <ul style="list-style-type: none"> Year 2- I can, create a Spanish bag using basic running stitch and cut and shape the material. <p>Cooking</p> <ul style="list-style-type: none"> Year 2- I can start to name where different food originates from and that it all comes from plants and animals. Understand the 5 food groups and create a balanced Spanish dish (with increasing independence). | <ul style="list-style-type: none"> If you could change one thing about the world, what would it be? What is the most important part of our world? Can you trust someone you don't know? Who is responsible for our environment/world? <i>Would you rather travel somewhere hot or cold?</i> |

Discrete Subjects

| IT and Computing | PSHCE/ Citizenship |
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| <p>Theme: Programming</p> <p>Objectives & Skills: Students will create programs with loops, events, and conditionals. They will translate their initials into binary, investigate different problem-solving techniques. By the end of the course, students will create interactive games that they can share. children to create a Scratch animation on Spain</p> <p>Give a set of simple instructions to follow out a task. Give a set of instructions to form simple geometric shapes. Improve/change their sequence of commands.</p> <p>J2code and Code.org</p> | <p>Theme: Keeping safe and managing risk: Indoors and outdoors Fire Brigade, Met Police and Road Safety visits</p> <p>Objectives & Skills: Children will learn: -The people in our community who keep us safe, their role and how to ask for their help -About personal safety, saying 'no' and who you should and should not talk to -How to keep safe in a fire or near water -Pupils learn about keeping safe in the home, including fire safety -Pupils learn about road safety</p> |
| Music | Spanish |

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| <p>Charanga Unit: I Wanna Play In A Band Style: Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> | <p>Name some staple household food and drink (e.g. bread, milk, water, juice, coffee, apple etc.) + colour e.g. Red apple, green apple</p> |
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Science

Living Things and Their Habitats (Year 2)

Objectives & Skills:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Spring 2

Theme: School Days

Immersive Experience

Dress up and experience a school day in the past

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| Look through old photographs from grandparents school days Have a visit from a grandparent to talk about their school days | | |
| History <ul style="list-style-type: none"> • I can sequence pictures /objects from my life in school • I can describe an early school day memory • I can learn about my school in the past • I can use words and phrases such as past, present, then and now to compare old and modern school days • I can understand differences between school days now and in the past • I can use a source to answer and ask questions • I can use role play to show what I know about old and new school days | Geography <ul style="list-style-type: none"> • I can compare a school in the UK with a non-european country | |
| Art and Design <ul style="list-style-type: none"> • Year 2- I can copy the style of L S lowdry's paintings | Design and Technology <ul style="list-style-type: none"> • Year 2- In groups, Design, Make and Evaluate a model of my ideal school. Explain how my model will look through annotated drawing and a detailed template. • -When complete, have a discussion/comparison of my design and write an evaluation. | Philosophy for Children <ul style="list-style-type: none"> • What would the world be like without books? • What makes a book a good book? • <i>What is your favourite thing to do at school?</i> |
| <h2 style="background-color: #002060; color: white; padding: 5px;">Discrete Subjects</h2> | | |
| IT and Computing | PSHCE/ Citizenship | |
| Theme: Digital Media | Theme: Drugs, alcohol and tobacco education: Medicines and me | |
| Objectives & Skills: Children will explore and develop their skills on creating digital artwork using a number of online drawing facilities s and multimedia | Objectives & Skills: Children will learn: | |

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| <p>features. - Children to create an online drawing of how school days have changed over the generations.</p> <p>Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work. Change sounds recorded. Save, retrieve and edit sounds. Arrange clips to create a short film. Add a title and credits.</p> <p>Resources: laptops.I-pads, LGFL J2Paint, Microsoft Paint, Microsoft Word.</p> <p>*** Our partnership with Three Discovery will also lead sessions in this using their onsite classrooms and resources.</p> | <p>-How and why medicines are taken and that there can be alternatives to medicine -To identify what medicine looks like and where it comes from. -To keep safe around medicines</p> |
| <p>Music</p> | <p>Spanish</p> |
| <p>Charanga Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.</p> | <p>Name sports and objects Ball, bat, football, swimming Be able to say 'I play ...'</p> |
| <p style="text-align: center;">Science</p> | |
| <p style="text-align: center;">Animals Including Humans (Year 2)</p> <p>Objectives & Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain that animals, including humans, have babies which grow into adults. <input type="checkbox"/> I can explain the needs of animals, including humans, for survival. <input type="checkbox"/> I can explain the importance of exercise, eating healthily and keeping clean. | |

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions

Summer 1 Theme: Toys

Immersive Experience

Play with old toys
Visit the Toy Museum

History

- I can put artefacts and pictures of toys into time order
- I can put toys of my life in order from a baby to now
- I can put old toys onto a timeline
- I can ask grandparents or other people about toys in the past
- I can look at evidence/artefacts and pictures and discuss how much we can trust the evidence.
- I can understand what was different about past toys

Geography

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Art and Design

Draw an old teddy.
Year 2- Use a pencil to sketch and shade

Design and Technology

Design and make a game from the olden days.
Year 2- Use knowledge of existing games to generate ideas to design a game

Philosophy for Children

- What is identity?
- How can we define ourselves?
- Are we defined by the people we are friends with?
- Is it ever okay to lie about our identity?

- Would you still be you if everyone in the world thought you were someone else?
- *Is it important to share your toys?*
- *Do toys make us happy?*
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Discrete Subjects

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| IT and Computing | PSHCE/ Citizenship |
| <p>Theme: Communication</p> <p>Objectives & Skills: Children to write simple blogs, on their favourite toys using multimedia devices, and explore the importance of checking their blogs before posting online. Explore a website by clicking on the arrows, menus and hyperlinks. Contribute to a class email. Open and select to reply to an email as a class.</p> <p>Resources: laptops/I-pads and J2blog</p> | <p>Not taught this half term</p> |
| Music | Spanish |
| <p>Charanga Unit: Friendship Song</p> | <p>Days and months Birthdays Numbers 1-31 (out of order) Geography of Spain and Spanish speaking countries</p> |
| Science | |
| Animals Including Humans (Year 2) | |
| <p>Objectives & Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain that animals, including humans, have babies which grow into adults. <input type="checkbox"/> I can explain the needs of animals, including humans, for survival. <input type="checkbox"/> I can explain the importance of exercise, eating healthily and keeping clean. | |

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions

Summer 2

Theme: Oceans and Seas

Immersive Experience

Visit to the seaside or Sea Life Centre

History

- I can understand why Christopher Columbus did what he did
- I can put events on a timeline
- I can use a source to ask and answer questions on Christopher Columbus
- I can understand how life was different during Christopher Columbus time

Geography

- I can name the 7 continents and 5 oceans
- I can use maps, globes and atlases to track routes that Christopher Columbus took
- I can create a simple map to use and make a basic key
- I can use simple compass directions(North, East, South and West)

Art and Design

- Print design of different sea animals
- Year 2-I can create a picture of oceans and seas using printing techniques such as rubbing, rolling

Design and Technology

- Year 2- I can design a sea life picture using a more complex simple lever (bird, whale etc. that can move up and down)

Philosophy for Children

- Do we get to choose who we are?
- What makes a good person?
- What if we could live on Earth forever?
- What do you think your future self will remember about you now?
- Should we all be treated the same?
- *Would you rather swim in the ocean or a pool?*
- *Is it okay if we swim with animals in*

the ocean?

Discrete Subjects

IT and Computing

Theme:
Data

Objectives & Skills:

Children to collect data on spices and then using this data to design and collect information for a simple questionnaire
Create simple graph of either bar charts or pictograms (Maths objectives).

Children to begin to place data into a pictogram

Put data into a program.
Sort objects and pictures into lists or simple tables.
Make a simple Y/N tree diagram to sort information. Create and search a branching database.

Resources: laptops/l-pads, LGFL 2count

PSHCE/ Citizenship

Theme:
Relationships and Sex Education

Objectives & Skills:

Children will learn:
-The differences between male and female animals
-To understand and respect the differences and similarities between people
-That everybody needs to be cared for and ways in which they care for others
-About different types of family and how their home-life is special

Music

Charanga Unit: Reflect, Rewind and Replay

Style: Western Classical Music and your choice from Year 2

Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

Spanish

Learn different phrases for celebrations (happy birthday, Easter etc)
Famous leaders of Spanish speaking countries
Study a festival

Science

Pushes and Pulls

Objectives & Skills:

- compare how things move on different surfaces
- notice that some forces need contact between two objects
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement.

Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.