Curriculum Plan: 2015-2016 Class: Willow

Subject	Term 1 Wreck and Rescue	Term 2 Fire Fire!	Term 3 All around the World
Science	• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • notice that animals, including humans, have offspring which grow into adults • Observe closely, use simple equipment and perform simple tests. • Use observations and ideas to provide answers to questions. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Observe closely, use simple equipment and perform simple tests. • Use observations and ideas to provide answers to questions. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	• Observe closely, use simple equipment and perform simple tests. • Use observations and ideas to provide answers to questions. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. • Identify and name variety of plants and animals in their habitats including micro-habitats. • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • identify and name a variety of plants and animals in their

	•		habitats, including micro-habitats
			• 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
			• 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.
Computing	▪ Coding - create and debug simple programs ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ use logical reasoning to predict the behaviour of simple programs	• 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. • use technology purposefully to create, organise, store, manipulate and retrieve digital content	▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school

Geography	• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • key physical features, including: beach, cliff, coast, season and weather	• key human features, including: city, town, village.	▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ name and locate the world's seven continents and five oceans ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
History	• the lives of significant individuals in the past who have contributed to	• events beyond living memory that are	• the lives of significant individuals in the past who have contributed to

	national and international achievements. Some should be used to compare aspects of life in different periods. (Henry Trengrouse). • significant historical events, people and places in their own locality(HenryTrengrouse).	significant nationally or globally [for example, **the Great Fire of London**, the first aeroplane flight or events commemorated through festivals or anniversaries]	national and international achievements. Some should be used to compare aspects of life in different periods. (Darwin)

Art and Design		• 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
		
		• 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.
			• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
			
			    • to use a range of materials creatively to design and make products
			
			    • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

P.E.	**Invasion Games and Gymnastics (Mr Medlyn)**	**Dance and Quadkids (Mr Medlyn)**	**Cricket and Athletics (Mr Medlyn)** **Net games**

	Football ▪ 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 ▪ participate in team games, developing simple tactics for attacking and defending	**Skipping** ▪ perform dances using simple movement patterns. ▪ 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 ▪ participate in team games, developing simple tactics for attacking and defending	▪ 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 ▪ participate in team games, developing simple tactics for attacking and defending
R.E	Christianity • Cornwall as a place of spiritual inquiry • Characteristics of the Church • Church structures and organisations • The Church's year • Worship • Description of God	• Evidence of God • The nature of the Bible • Types of writing • Uses of the Bible • Names of important scriptures, for example • Stories about Rama and Krishna	• Hinduism - Family, community and traditions • Hindu traditions • The Importance of the family
Music (Music Express)	**The long and the short of it (Exploring duration).** **Feel the pulse (Exploring pulse and rhythm).**	**Taking off (Exploring pitch).** **What's the score? (Exploring instruments and symbols).**	**Rain rain go away (Exploring timbre, tempo and dynamics).** **Sounds interesting (Exploring sounds).**

	- 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.

| Design/DT | - design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | - Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups + ICT.
- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a range of materials, including textiles according to their characteristics.
- Build structures, exploring how they can be made stronger, stiffer and more stable.

- Use the basic principles of a healthy and varied diet to prepare dishes.

- To understand where food comes from.

- explore and evaluate a range of | |

	- evaluate their ideas and products against design criteria - Explore and use mechanisms for example levers, sliders, wheels and axles (lighthouses). - Use the basic principles of a healthy and varied diet to prepare dishes. - To understand where food comes from.	existing products - evaluate their ideas and products against design criteria.	
PSHE	SEAL: New Beginnings. Getting on and falling out. Say no to bullying. Year 2 R Time activities	SEAL: Going for goals! Good to be me. Year 2 R Time activities	SEAL: Relationships. Changes. Year 2 R Time activities
English	Literacy and Language **Unit 1** Fiction A story about friendship Non-fiction Explanation of a life cycle **Unit 2** Fiction Shape poems about sea creatures Non-fiction Non-chronological text about shipwrecks	Literacy and Language **Unit 3** Fiction Creating play scenes Non-fiction Write and perform a voice over for a film trailer **Unit 5** Fiction Diary entry Non-fiction	Literacy and Language **Unit 4** Fiction Creating own fairy tales Non-fiction Writing instructions **Unit 6** Fiction Fantasy story Non-fiction Creating information texts

		Emails and invitations	
	RWI spellings **Talk for writing** – story (Lighthouse Keeper's Lunch) and persuasion (based on school trip).	**RWI spellings** **Talk for writing** – **Story** (Three Little Pigs) instructions.	**RWI spellings** **Talk for writing** – **story** (The Magic Brush) and explanation (Why Sea Serpents are extinct).