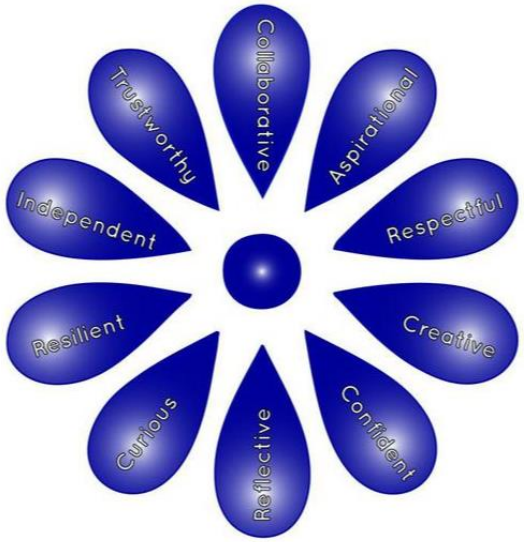
Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum & Assessment Framework

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a life time.
- Personalises the learning journey for all children, enabling individuals to be:



Above all else, we strive to ensure that every child has a true sense of belonging and a voice to make a real difference.

"Your education should help you use and develop your talents and abilities."

UN Convention on the Rights of the Child

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We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

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Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

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Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. Competition and sportsmanship develop confidence and allow children to learn the valueof team work.

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

Hallfield Primary School

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Communicating the Curriculum guidance statements

Year 2

1. Know the key points they need to focus on in order to answer a question
Understand complex 2 – 3 part instructions
2. Ask a range of different types of questions to find out specific information including 'how' and 'why'. Recognise when a message is not clear and be able to provide some information about why.
3. Recognise when they haven't understood a word or words and be able to provide some information about why. Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this
4. Use simple conjunctions to justify or explain something
5. Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. Describe in 2-3 sentences how to solve a problem. Able to use conjunctions to increase the length and grammatical complexity of sentences.
6. Take turns to talk, listen and respond in two way conversations and groups
7. Accurately predict what will happen in a story or retelling of an event
8. Produce speech that is consistently clear and easy to understand, with very few immaturities. Able to say words with 4 or more syllables fairly consistently
Able to manipulate sounds in words such as deleting sounds from words. Know that there are some terms or expressions that are only used amongst friends.
9. Take turns to talk, listen and respond in two way conversations and groups
10. Usually able to keep to topic in a conversation. Can be easily prompted to move on if they are talking too much
11. Ask lots of questions to find out information and respond appropriately to the answers
12. Know that there are some terms or expressions that are only used amongst friends

Hallfield Primary School

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	**What makes a United Kingdom?**	**Great fire of London** **Could it happen now?**	**Our Wonderful country** **How does city life and country life link together?**		**Mary Seacole's world** **What was life like for Mary Seacole and how did she change things?**	
Outcome	Children recall the names and locations of the countries, seas and capital cities of the UK from Year 1 and through in-depth geographical studies, are able to compare areas of the UK for their physical and human features. They have a simple understanding of the uniting of the four countries under Queen Ann as a significant event alongside the history of Kensington palace and about our current King's role. They then compare	Children learn about the location, events and impact of the great fire of London. They continue to build their understanding of the past. They identify key features of 1666 London and use this to discuss the outbreak and impact of the GFL, such as house construction. This helps contextualise the past compared to the present. They sequence events of the fire and use this to retell, applying	Building on their understanding of maps and cities from autumn term and the local area study in year 1, children can name different types of settlement (city, town, village) and make comparisons. This includes comparisons between large cities and smaller settlements to identify similarities and differences. They use OS maps and common symbols to make these comparisons as well as photos.	Children continue to use aerial maps in Y2 and look at OS maps focusing on simple symbols. All children know the language of the countryside's human and physical features. Children build vocabulary and language associated with the countryside and are able to compare both settlements and countryside by discussing the physical and human features building on their maps skills from Autumn. They are able to compare farming now and in the past to support their understanding of the impact of national changes in machinery and electricity (building on their look at the introduction of the tube which this prepares them for later topics such as the	Children extend their understanding of the Victorian period by looking at the lives of significant Victorians extending their Autumn 1 knowledge and Year 1 seaside knowledge. They will understand what life would have been like at the time (Victorian) describing houses from Autumn 1, schools and hospitals. Children learn about Mary Seacole within their local context. They will learn about who she is, why she was important the impact she had on nursing/hospitals. Children recount Mary's origins and describe the geography of Jamaica and Kingston comparing it with the UK as another island. Children explore other famous people during Mary Seacole's lifetime (e.g. John Cadbury, Florence Nightingale and use it to build their knowledge of the UK and beyond by identifying their origins and journeys and life in that period.	

	this to Queen Victoria and her achievements. Children consider	some of their learning around language of the past. They look in more detail at how we learn about the past looking at more than one source, including Samuel Pepys diary.	They do field work looking at traffic at different points in the local area and suggest ways to measure other types of pollution (such as litter and sound). They use this information gathered to make suggestions about how to improve things for cities.	industrialisation of the UK). They also explain concepts like seasonality through their study of farming. They use this knowledge to make links with their own life by building a connection between the countryside and their own city life looking at where food comes from, how is it grown etc. (This supports learning in PSHE – healthy eating, D and T- cooking and Science- animals and humans)		
Sugges ted texts	Once there were giants A walk in London The Queens Knickers?! The Spectacular city Katie in London Katie in Scotland (Story book: Peter Pan)	Vlad and the Great Fire of London GFL non-fiction book (Hallfield Library)	Milo imagines the world The town mouse and the country mouse The street beneath my feet	Four seasons of Brambley Hedge Laila's lunchbox Non-fiction- The farm that feeds us. The extraordinary gardener	Hair Love My Two Grandads- Floella Benjamin Non-fiction- Little Leaders, Bold women in black history.	Music link- songs in the shade of the cashew and coconut tree Coming to England Picture book – Floella Benjamin
Sugg este	**Kensington Palace**	**The museum of London** **The monument**	**Field work**	**City Farm / farm outside of London** **Supermarket trip to see where food is grown**	**Paddington Basin**	

d Trips				**Waitrose workshop**		
Geography	All children revisit their knowledge from year 1 to locate the four countries and capital cities of the United Kingdom and its surrounding seas Children identify characteristics of the countries by looking at and comparing some of the physical and human features of the 4 countries through maps and photographs. They look at pictures of: • The highlands • Snowdonia • The Lake District • The Cotswolds • Mourne mountains They draw simple conclusions about the landscape of the UK from these pictures and develop	Children continue their learning from Autumn and Year 1 looking at landmarks and features of cities, using simple maps to identify and describe the location of key places related to the fire of London (St Pauls, Pudding Lane) using language such as near to, next to, behind, in front of, practising and building on their vocabulary from y1 and reception. They use simple grid references associated with the GFL to locate and describe the location of key landmarks.	Building on their knowledge of cities, children develop their understanding of other settlements within the UK e.g. villages and towns (p42-43 Teaching and Learning Atlas Lower Primary). They consider how these are different to cities and their own local area. Children use maps and atlases of towns and villages to identify land marks and spot patterns and connections between settlements such as using OS maps of villages, towns looking for key symbols such as nature reserve, museum and looking at the amount of green space vs buildings. This adds	Building on their learning of cities and settlements and comparing places around the world in Reception and y1, children use aerial maps (google earth), the lower primary atlas and photographs to observe features of farmland. Children learn vocabulary related to the countryside (building on Reception's topics) and farmland's human and physical features such as farm, field, hedge, farmland, crops, barn, farmhouse. Through fieldwork (visiting the local supermarket) children recognise that some foods come from all around the UK. They relate this to pictures and maps of these places to draw conclusions about why they come from	Children look at the island of Jamaica and the city of Kingston. They compare to other places (hot and cold) and identify patterns, understanding the significance of the equator for climate. This should deepen their understanding from year 1 of hot and cold places. Using atlases (p48 teaching atlas lower primary) and their knowledge of the equator, they will build an understanding of Jamaica's climate and environment. They build on their knowledge of human and physical features from their work in autumn and spring and use this language to describe the island and compare to the UK. This includes referring back to work on coasts and the seaside in year 1.	Linking to their history knowledge, children use the maps to look at the countries involved in the Crimean War locating these in an atlas (teaching atlas, lower primary) linking the places studied to their knowledge of continents and oceans.

	vocabulary of physical features. They compare London and Edinburgh to find patterns that identify them as capital cities (human and physical features) e.g. built on rivers, well known cathedrals, castles etc. and begin to ask and answer questions about why these places are capital cities and why other places are not. Wordwall website name the countries of the UK, and infant atlas page 12-13).		to their overview of the UK from Autumn. Developing their fieldwork skills children use tally charts to measure how many times a car passes on different roads considering what the information tells us. They compare this to litter found in these places and the levels of sound to draw conclusions about business and pollution. They make suggestions about how to improve this and what they can do.	these places (making links to Science from Y1 and what plants need to grow) They also explore seasonal weather patterns linked to farming and form a basic understanding of which foods come from where and what season. Having built a deeper understanding of farming in the UK the children are able to consider how far has our food travelled to build a connection between countryside and city life (Farm to fork).	They will compare the capital of the UK to the capital of Jamaica. Children look at some of the produce that comes from this area of the world building on their learning from spring term (plantain, bananas, coffee) and relate to some dishes	
Vocabulary	Landscape, mountains, mountain range, rivers, lakes, water source, cathedral, bridge, settlement, house, pavement, flat, currency, multicultural, island, atlas	Landmark, thatched, terrace, house construction, narrow, overcrowded, alleyway, route, aerial, symbols,	city, town, village, factory, house, bungalow, terrace, semi-detached, detached, flat, tube, railway, tube map, pollution, litter, busy, traffic	field, hedge, farmland, wood, forest, city, town, village, factory, farm, house, seasons, weather, weather pattern seasonal, north, south, east, west, compass directions, rainfall	Global, equator, northern, southern, climate, equatorial, temperate, hemisphere, island, weather pattern, countries, continents, rainfall	

Hallfield Primary School

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<table>
<tr><td>Year 2</td><td colspan="6">Investigating places

• Recall and quickly locate the world's seven continents and five oceans and find them using an atlas
• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
• use world maps, atlases and globes to identify the places studied at this key stage
• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
• use simple fieldwork and observational skills to study the geography of their local environment and the key human and physical features of its surrounding environment.

Investigating patterns

• 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 (Mary Seacole)
• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

To communicate geographically

• use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour,
• 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
• Devise a simple map; and use and construct basic symbols in a key.
• Use simple grid references (A1, B1).</td></tr>
<tr><td>History</td><td>Children learn about how the UK has a monarchy that unites the countries. They briefly look at Queen Ann and can describe in simple terms her role in uniting of the countries into the first Great Britain.

Linking to their Year 1 topic of toys, they</td><td>Children look in depth at the history of London focusing particularly on the Great Fire of London, its causes and the consequences. They continue to expand their chronological knowledge by</td><td>Children explore the history of the tube, looking at its introduction and focusing in on Paddington station. They contextualise this with their simple knowledge of the Victorian period. They consider how Paddington and the</td><td>Children look at farming in the past (Victorian period) and the present. They make connections to what they know of that time (horse and carriages, limited or no electricity and materials) to sort farming equipment into past and present and give reasons why. Children are taught</td><td>Children learn about the life of Mary Seacole and her experiences, by linking to what they already know about that period from autumn and spring.

They sequence events in her life and the importance of her story:</td><td>Children identify the types of patients that Mary Seacole tended too including war soldiers and disease (cholera) and are able to explain what is hard about caring for patients at that time (e.g making her own natural remedies, courage on the frontline, infection)</td></tr>
</table>

	contextualise Victorian Britain further by learning key differences of that time compared to the present e.g. there were horse and carriages - not cars, for most of the Victorian time there was no electricity in houses and no schools. They use phrases describing Victorian Britain to contextualise this understanding of the past e.g. When Queen Victoria was the queen there were no cars which meant….The Victorian time was different to the present because there were no schools for everyone…this meant…. etc Children learn about Queen Victoria- who she was and why she was important. Using artefacts and sources children study her	contextualising the GFL through simple statements such as 'the great fire of London was before Queen Victoria's life. When Charles II was king, houses were mostly made of wood but now they are made of brick and concrete. They learn specifically that in 1666 London: - there were no ovens so people cooked on fires - there was no electricity so people used candles for light. - the streets were narrow and crowded because no cars needed to get through - houses were made of wood. They use this knowledge to	tube has stayed the same and how it has changed (steam to electric and the growth of the network)	how different sources e.g. paintings/drawings (the plough at Kensal Green), historical maps etc can tell us about the past. Children use these sources to discuss how life where they live now would have been different. 	https://www.natgeokids.com/uk/discover/history/general-history/mary-seacole/ - A traveller - Combination of traditional and modern medicine - Making her own way to the Crimean war after being refused as a volunteer Children will examine why we remember her today, including her bravery in breaking social prejudices to travel, start businesses and help those in need.	Children build on their understanding of the Victorian period by looking at the lives of other significant Victorians including s comparison to. Florence Nightingale and Thomas Berna do and his work with the poor (links to cholera) . They link this back to what they know about the Victorian period from their learning in autumn term particularly. https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-thomas-barnardo/zky7pg8 Through various historical sources they learn about ragged schools for children conducting activities to investigate and explore visuals The Visual Image / Primary Teaching Methods / Historical

	'legacy' in their own everyday lives (Victorian house vs modern-day house) and the impact this still has e.g. steam engines, education, flushing toilets, opening of the tube and penny post. They look at The Great Exhibition as an example of Victorian innovation.	sequence and explain the events of the GFL. They look at Charles II and Samuel Pepys diary building on their understanding of evidence about the past. They discuss the diary as a piece of evidence and why this is an important source for historians. They look at the need to rebuild London and Christopher Wren's part in St Paul's Cathedral.				Association (history.org.uk) They ask and answer questions such as - Who went to the ragged schools - What was learning like in these schools - Why were they important - What is Bernado's legacy? 
Vocabulary	Belief, legend, past, present, nowadays, currently, monarch, impact, reign, king, queen, orb, empire, legacy, workhouse **Sentence Stems:**	Breakout, source, flammable, narrow, spread, extinguished, chronological, recount, bakery, timeline, change, rebuild, significant, **Sentence Stems:**	Local, national, industrial, railway, tracks, tunnel, reduce congestion, population **Sentence Stems:**	Impact, machinery, industrial, historical, farming, factory, agriculture, harvest, horse-drawn, by hand, manual, time consuming **Sentence Stems:** In the past farming was….	Health care, patient, nursing, local, legacy, significant figure, infection, disease, antiseptic, remedies, front line **Sentence Stems:** Mary Seacole was a significant figure because….	Health care, patient, nursing, local, legacy, significant figure, infection, disease, antiseptic, remedies, front line **Sentence Stems:**

Hallfield Primary School

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	When it was the past there was…… Victorian England was different because…. In the past…… didn't exist this meant……. In the past….. but nowadays….. Without…..it would be….. It was…. And now……	This period was ….. to the Victorians because….. 1666 was different to now because….. The effect of …….. was The impact of …… Due to …… this meant …….	London needed a tube because….. The introduction of the tube meant…. The changes this led to were…..	The challenges farmers in history faced were…. The impact of machinery was….. The similarities/differences to now are…..	She is important to our local area because…. The challenges nursing had faced was… Her legacy is…..	Other significant figures are… She was influential because… The impact of her legacy…
Year 2	<u>To investigate and interpret the past</u> • understand some of the ways in which we find out about the past and <u>identify different ways in which it is represented</u> • know where the people and events they study fit within a chronological framework • identify <u>similarities</u> and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms that are age appropriate • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>To build an overview of world history</u> • Identify similarities and differences between ways of life in different periods • Describe historical events • Recognise that there are reasons why people in the past acted as they did. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events <u>To understand chronology</u> • Use dates where appropriate					

	• Place events and artefacts in order. <u>To communicate historically</u> • Use an increasing number of words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history. • Show an early understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace					
Science	**Animals including humans** Learn how to order the stages of the human life cycle Describe the stages of life from adulthood to old age Learn how to match offspring to their parent Explore the life cycle of a chicken describe the life cycle of a butterfly explore the life cycle of a frog	**Materials** Identify different materials and their uses Understand how to choose the right materials to build a bridge Explore and test the stretchiness of materials Understand materials can change their shape by twisting, stretching, bending, squashing Learn about Charles Macintosh and explore how materials and suitable for different purposes	**Living things and their habitats** Describe the difference between things that are living, dead and things which have never been alive Identify and name a variety of plants and animals living in a microhabitat Design a suitable microhabitat where living things could survive (school grounds) Find out what animals eat to survive in their habitat Understand food chains	(from living things and their habitats) understand the journey food makes from the farm to the supermarket (linked to topic) **Plants** Know the difference between seeds and bulbs Design an experiment to find out what seeds need to grow Describe what plants need to grow and stay healthy Describe the life cycle of a plant Observe and record the growth of plants over time	**Animals including humans** Describe the needs of animals for survival Describe the needs of humans for survival Explore the importance of eating the right foods Describe what a healthy balanced diet looks like Investigate the impact of exercise on our body Investigate the importance of hygiene	**Living things and their habitats** Learn about habitats Appreciate that environments are constantly changing Explore the rainforest and its problems Describe life in the ocean Discover the Arctic and Antarctic habitat Create a model of a habitat

		Discover which materials change shape when making a road with john McAdam		Understand that plants adapt to suit their environment		
vocab		Material, property, obstacle, construction, stretchy, elastic, force, bend,	Reproduce, excrete, respire, habitat, microhabitat, survive, producer, consumer,	Seed, bulb, germinate, seedling, flower, fruit, adapt, environment,	Nutrition, healthy, protein, heart rate, carbohydrate, fat, dairy, exercise, hygiene,	Organism, rainforest, endangered, biodiversity, ocean, ecosystem, desert, arctic,
Skills	• being able to start asking simple questions with support • observing closely • using simple equipment, with adult support (e.g. rulers, magnifying lenses) • performing simple tests, with adult support • identifying and classifying within broad groups • using their observations and ideas to suggest some answers to questions • communicating data and findings to help in answering questions. • Use appropriate descriptive language and scientific terms to communicate • gathering and recording data, using modelled templates, to help in answering questions. • Notice patterns and relationships					
Art	**Drawing: Explore and Draw** Children become familiar with the idea that artists are inspired by exploring and collecting things in and around their environment. Children explore the school environment to collect items that inspire	**Painting: Expressive Painting** Children are introduced to the idea that they can use paint in an intuitive and exploratory way. They become familiar with the term 'expressionism'. Children explore the work of artists who use paint	**Printing: Explore the world through mono-printing** Children develop their drawing and mark making skills by making close observational drawings of the natural world. Children then explore the work of an artist who uses mono	**Sculpture: Be an Architect** Children explore architecture, architects and some of the ways they work. Children then go on to create their own architectural model. They will be inventive about the shapes and structures that		

	them. Using the items collected, children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. Children use a variety of media (hand-writing pens, pencils) and learn wax resist techniques. **Artists: Andy Goldsworthy, Alice Fox, Nicola White**	and colour to create exciting gestural and abstract work. Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Children go on to draw from a colourful still life, finally making expressive and gestural paintings. **Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne**	print. Children learn how to create their own monoprints using carbon paper. They also use oil pastel to experiment with colour, shape and line. **Artist: Xgaoc'o Xare**	they will use and which 3d forms they want to create. Children address questions of how their architecture will stand, the purpose of it, and who it will be made for. **Artists: Hundertwasser, Zaha Hadid**		
	Explore and Draw • Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. • Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. • Explore composition and qualities of objects through arranging, sorting & representing. • Continue to build an understanding that sketchbooks are places for personal experimentation. **Expressive painting** • Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. • Understand that the properties of the paint that you use, and how you use it, will affect your mark making. • Understand that primary colours can be mixed together to make secondary colours of different hues. • Understand the concept of still life. • Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools. • Create an arrangement of objects for an abstract still life painting using gestural marks using skills learnt above. **Printmaking**					

	• Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. • Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper and oil pastel prints, exploring the qualities of line. **Be an Architect** • Understand the role of an architect. • Understand when we make sculpture by adding materials it is called construction. • Construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. • Make a structure according to design criteria • Create joints and structures from paper/card and tape • Build a strong and stiff structure by folding paper • Explore the features of structures • Evaluate the strength, stiffness and stability of own structure • Know that shapes and structures with wide, flat bases or legs are the most stable • Understand that the shape of a structure affects its strength • To know that materials can be manipulated to improve strength and stiffness					
D&T					**Food and Nutrition: A balanced diet** Through children's exploration of what makes a balanced diet, they taste and test food combinations of different food groups. Children make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars.'	**Structures: Baby Bear's Chair** Children begin by exploring the concept and features of structures and the stability of different shapes. They then go on to make a structure of a baby bear's chair according to a design criteria. They finally evaluate its strength, stiffness and stability.

					Textiles: Pouches Children design and make a pouch. They begin by learning how to sew a running stitch with regular-sized stitches. They prepare and cut fabric to make a pouch from a template and use a running stitch to join the two pieces of fabric together. Children finally decorate their pouch using a range of materials	
	A balanced diet **Skills:** Designing a healthy wrap based on a food combination which work well together. Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief. Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective. **Knowledge:** To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that 'ingredients' means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars' **Pouches:** Skills: Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template. • Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why. **Knowledge:**					

	To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing. **Structures: Baby Bear's Chair** **Skills:** Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper. • Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure. **Knowledge:** To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily.
Music	There should be access to both **rhythmic and melodic instruments** in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. The curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: SINGING, LISTENING, COMPOSING, PERFORMING / INSTRUMENTAL PERFORMANCE
Year 2	**<u>Singing</u>** • Take part in singing, accurately following the melody. • Sing songs with a wider range of pitch, imitating accurately • Respond to prompts of tempo and dynamics through visuals for crescendo, decrescendo, pause • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. **<u>To compose</u>** • Create a sequence of long and short sounds • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns.

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- Create short, rhythmic phrases with a partner
- Use graphic symbols. dot notation and stick notation to keep a record of composition
- Use music technology where possible

To perform and musicianship

- Use symbols to represent a composition and use them to help with a performance.
- Identify the beat of a tune and understand that can change to a faster or slower pace (tempo)
- Tap / clap / march to a beat of a piece of music
- Group beats in 2's and 3's by marking the first as strongest with a different body percussion from the other (e.g. stamp foot for first beat and clap next 2)
- Identify these groupings in simple pieces of music
- Play copycat rhythms and invent some for others to copy
- Use word phrases as a starting point for creating rhythms
- Represent rhythm patterns with stick notation including crotchets, quavers and rests
- Recognise dot notation and match to 3 note tunes played on tuned percussion
- Know the meaning of dynamics and tempo
- Recognise changes in timbre, dynamics and pitch.

</td></tr>
<tr><td>P.E.</td><td>Multi-Skills & Boot Camp</td><td>Mighty movers & Storytime dance</td><td>Skip to the beat & Groovy gymnastics</td><td>Brilliant ball skills & Gym fit circuits</td><td>Throwing and catching & Cool core</td><td>Active athletics & Fitness frenzy</td></tr>
<tr><td>Year 2</td><td colspan="2">In Dance

- Perform body actions with control and co-ordination
- Choose movements with different dynamic qualities to make a dance phrase that expresses and idea, mood or feeling
- Remember and repeat dance phrases of 2 or more steps
- Can engage with a partner or group
- Perform short dances, showing an understanding of expressive qualities of the dance style
- Use simple dance vocabulary to describe or interpret a dance</td><td colspan="2">In gymnastics

- Create and perform a sequence of at least 4 elements with a clear starting position
- Repeat a simple sequence
- Move smoothly between shapes and movements
- Perform basic gymnastic actions with co-ordination, variety and control
- Show contrasts in shape
- Recognise and describe how they feel during gymnastic exercise and after
- Describe what they and others have done and what they think has been performed well</td><td colspan="2">In games

- Show awareness of opponents and team mates
- Perform basic skills of rolling, striking and kicking with confidence
- Apply skills in a variety of simple games
- Make choices about appropriate targets, spaces and equipment
- Use a variety of simple tactics
- Describe how their bodies work and feel during games
- Work well with a partner and a small group to improve skills</td></tr>
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	• Describe how dancing affects their body • Know why it is important to be active and suggest ways they could improve their work.		
Spanish	Children learn to greet others, say how they are and introduce themselves. They begin to respond and ask questions about name and age. They understand where Spanish is spoken in the world. They extend their knowledge of numbers to 20 and play familiar playground games. They follow simple instructions to play games.	They will learn the vocabulary of the days of the week and learn the months of the year with action songs and games. They learn to say their birthday (month), reviewing previous learning of numbers and the new concepts. They learn the Spanish alphabet and sounds through games and songs. They will be able to use this knowledge to read and say new Spanish words.	They learn animals names using the book 'Brown Bear' by Eric Carle and role play the story. Children will learn the vocabulary with games and songs. Children will learn the vocabulary of the fruits with songs and games. They will create a fruit salad recipe and then will make it in the school kitchen.
Year 2	<u>Speaking and listening</u> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. <u>Reading and Writing</u> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. <u>To understand the culture of the countries in which the language is spoken</u>		

	• Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.