

Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT

‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Once upon a time...			Year Group: 2			
	1	2 Wonderful World Week	3	4	5	6
English	<p>Key text: Rapunzel (traditional story)</p> <p>Reading skills – discussing the sequence of events</p> <p>Writing Skills – writing sentences using the co-ordinating conjunction ‘and’ to join two clauses together</p> <p>Writing opportunity – simple retelling of the story</p>	<p>Key text: Rapunzel retold and illustrated by Rachel Isadora</p> <p>Reading skills – discussing the sequence of events and making predictions</p> <p>Writing Skills – writing sentences using the co-ordinating conjunction ‘and’ to join two clauses together</p> <p>Writing opportunity – write the story and change part of it</p>	<p>Key text: Little Red Riding Hood</p> <p>Reading skills – begin to recognise simple recurring literary language in stories</p> <p>Writing Skills – writing sentences using the subordinating conjunction ‘because’ to join two clauses together</p> <p>Writing opportunity – simple retelling of the story</p>	<p>Key text: Little Red Riding Hood</p> <p>Reading skills – discuss likes and dislikes about the story</p> <p>Writing Skills – writing sentences using the subordinating conjunction ‘because’ to join two clauses together</p> <p>Writing opportunity – write the story and change the ending</p>	<p>Key text: Hansel and Gretel</p> <p>Reading skills – discussing the sequence of events and making predictions</p> <p>Writing Skills – writing sentences using the conjunctions ‘and’ and ‘because’ to join two clauses together</p> <p>Writing opportunity – simple retelling of the story</p>	<p>Key text: Hansel and Gretel and illustrated by Rachel Isadora</p> <p>Reading skills – discuss likes and dislikes about the story, compare stories</p> <p>Writing Skills – writing sentences using the conjunctions ‘and’ and ‘because’ to join two clauses together</p> <p>Writing opportunity – write the story and change part of it</p>
Phonics	u_e, ue, ew	u_e, ue, ew	long oo	oy, oi	air	qu
Spelling	Adding the suffix ed mind kind find behind	Adding the suffix ed child children wild climb	Adding the suffix ing door floor poor	Adding the suffix ing old cold gold told hold	Homophones to, too, two fast last past after	Homophones to, too, two father class grass pass
Maths	Time	Statistics	Money	Place Value 2D shape	Addition with Money 2D shape	Addition with Money 3D shape
Science	<p>Knowledge Exploring materials and using language to describe them.</p> <p>Skills Use his/her observations and ideas to suggest answers to questions noticing similarities</p>	<p>Knowledge Identifying objects made of particular materials.</p> <p>Skills Use his/her observations and ideas to suggest answers to questions noticing similarities</p>	<p>Knowledge Explain if a material is a good choice for an object.</p> <p>Skills Use his/her observations and ideas to suggest answers to questions noticing similarities</p>	<p>Knowledge To test different materials to find the best material for trousers.</p> <p>Skills Gather and record data to help in answering questions including from</p>	<p>Knowledge To test different materials to find out how much light comes through.</p> <p>Skills Gather and record data to help in answering questions including from</p>	<p>Knowledge To compare balls to find the bounciest.</p> <p>Skills asking simple questions and recognise that they can be answered in</p>

	Vocabulary hard rough	Vocabulary materials Plastic wood	Vocabulary opaque transparent	secondary sources of information Vocabulary compare durable	secondary sources of information Perform simple comparative tests and Identify, group and classify Vocabulary compare measure	different ways including use of scientific language Vocabulary Compare measure
PSHE	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community				Media literacy and digital resilience The internet in everyday life; online content and information	
	Pupils will learn about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups	Pupils will learn about different rights and responsibilities that they have in school and the wider community	Pupils will learn about how a community can help people from different groups to feel included	Pupils will learn to recognise that they are all equal, and ways in which they are the same and different to others in their community	Pupils will learn about the ways in which people can access the internet e.g. phones, tablets, computers	Pupils will learn that information online might not always be true
Art and Design	Knowledge How to create observational drawings. Skills To know who David Hockney is. To be able to use a pencil to sketch. To find a suitable subject for sketching. To be able to accurately depict the image of a tree by sketching. Vocabulary Image Pencil Sketch Observational	Knowledge To create bark rubbings of trees. Skills To be able to recognise suitable items to bark rub. How to use the paper in accordance with the bark. To be able to create images. To be able to critique imagery. Vocabulary Rubbing Crayon Bark Mark	Knowledge To be able to use different mediums to create textures and imagery. Skills To be able to find different materials that will produce suitable marks when rubbed on. To be able to identify art materials that will compliment the materials that will be rubbed on. Vocabulary Pencils Crayons Pastels Pressure	Knowledge How to create wrapping paper/wallpaper from chosen materials. Skills To be able to explain what you wish to achieve in your rubbing. To be able to choose an item to be rubbed and find an art material to rub. Vocabulary Material Crayons Pencils Pastels	Knowledge To be able to use different materials and textures to rub on an image from Into The Forest. Skills To be able to use a variety of materials to create textures on an image. To choose colours that will compliment the image. Vocabulary Rubbing Material Pressure	Knowledge How to create a piece of art that will become part of a collage based on an image from Into the Forest. Skills To be able to use a variety of materials to create textures on an image. To choose colours that will compliment the image. Vocabulary Colours Compliment Depth

Computing	<p>Knowledge How to recognise stop motion animation.</p> <p>Skills To explain the difference between CGI and stop motion. To know what materials are used in stop motion.</p> <p>Vocabulary CGI Stop motion Plasticine Movement</p>	<p>Knowledge How to create the stop motion animation process.</p> <p>Skills To be able to create a flip book. To draw a continual series of images. To be able to demonstrate how the flip books works.</p> <p>Vocabulary Continual Movement Picture Change</p>	<p>Knowledge To be able to design a character suitable for stop motion.</p> <p>Skills To design a simple character. To be able to explain how it will move. To be able to add and take away facets of the character so that it stays simple.</p> <p>Vocabulary Design Character Simple Movement</p>	<p>Knowledge To be able to create a character based on a design.</p> <p>Skills To be able to mould plasticine into shapes. To be able to blend the plasticine shapes together. To accurately represent the character that has been created.</p> <p>Vocabulary Plasticine Mould Squash Squeeze</p>	<p>Knowledge To be able to design a character suitable for stop motion based on a Fairy Tale character.</p> <p>Skills To design a simple character. To be able to explain how it will move. To be able to add and take away facets of the character so that it stays simple.</p> <p>Vocabulary Fairy Tale Design Character Simple</p>	<p>Knowledge To be able to create a character based on a design of a Fairy Tale character.</p> <p>Skills To be able to mould plasticine into shapes. To be able to blend the plasticine shapes together. To accurately represent the character that has been created.</p> <p>Vocabulary Fairy Tale Plasticine Mould</p>
Geography		<p>Knowledge To learn what a continent is. To learn about Africa</p> <p>Skills Name and locate the worlds 7 continents the 5 seas.</p> <p>Vocabulary country continent</p>				
Music	<p>Knowledge How to be able to use a recorder.</p>	<p>Knowledge How to be able to play a simple tune on a recorder.</p>	<p>Knowledge How to be recognise that characters have a theme.</p>	<p>Knowledge How to create a theme for a character from a Fairy Tale.</p>	<p>Knowledge How to know when to play your part in a story telling.</p>	<p>Knowledge How to be perform in sequence along with the story.</p>

	<p>Skills How to care for an instrument. How to clean an instrument. How to hold a recorder. To know the different parts of a recorder and what they do.</p> <p>Vocabulary Recorder Hygiene Hold</p>	<p>Skills How to play notes. To know where to place fingers on the recorder. How to blow and produce a note. How to play notes in a simple sequence. How to recognise written music.</p> <p>Vocabulary Notes Noise level Produce Compose</p>	<p>Skills To know what a composer is. To know Florence Price was a composer. To know that Prokofiev was a composer. To hear the story of Peter and the Wolf. To imitate the 'theme' of each character.</p> <p>Vocabulary Composer Classical Theme</p>	<p>Skills To be able to choose what a character is like. To be able to describe what their 'theme' should sound like. To be able to compose a simple piece of music that compliments a character.</p> <p>Vocabulary Character Tone Mood</p>	<p>Skills To be able to play sound on cue. To create differing types of music for different characters. Explain why the choices have been made for the compositions.</p> <p>Vocabulary Cue Compose Composition</p>	<p>Skills To recognise when it is your turn to play. To anticipate the cue coming. To respond to a character's entrance and play composition on cue.</p> <p>Vocabulary Character titles depending on story. Cue Start Stop</p>
--	--	--	---	---	--	--

Physical Education	<p>Knowledge Real P.E - (Cognitive skills) Play games - Race Walking and Line out Programmes of Study</p> <ul style="list-style-type: none"> to be able to understand the simple tactics of attacking and defending. to be able to explain what I am doing well and begin to identify areas for improvement. to be able to begin to order instructions, movements and skills. With help, recognise similarities and differences in performance and explain why someone is working or performing well. to be able to understand and follow simple rules. <p>Skills: Dynamic balance and static balance</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Stance Balance transfer Balance combinations/circuit
---------------------------	--

Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT

‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Once upon a time...				Year Group: 2		
	7	8 BOOK WEEK	9 Maths Day 12.03.2020	10	11	12

English	<p>Key text: information text on continents</p> <p>Reading skills – structures of information text (contents, captions, diagram, labels)</p> <p>Writing Skills – punctuate sentences with a capital letter and full stop, begin to use question marks</p> <p>Writing opportunity – fact file</p>	<p>Key text: information text on continents</p> <p>Reading skills – structures of information text (contents, captions, diagrams, labels, photographs)</p> <p>Writing Skills – – punctuate sentences with a capital letter and full stop, begin to use question marks</p> <p>Writing opportunity – fact file</p>	<p>Key text: The Three Little Pigs</p> <p>Reading skills – begin to recognise simple recurring literary language in stories</p> <p>Writing Skills – writing sentences using a range of conjunctions</p> <p>Writing opportunity – simple retelling of the story</p>	<p>Key text: The Elves and The Shoemaker</p> <p>Reading skills – begin to recognise simple recurring literary language in stories</p> <p>Writing Skills – writing sentences using a range of conjunctions</p> <p>Writing opportunity – writing a story changing the ending</p>	<p>Key text: The Elves and The Shoemaker</p> <p>Reading skills – discussing the sequence of events and making predictions</p> <p>Writing Skills – writing sentences using a range of conjunctions</p> <p>Writing opportunity – writing a shop advert</p>	<p>Key text: The Elves and The Shoemaker</p> <p>Reading skills – discussing the sequence of events and making predictions</p> <p>Writing Skills – writing sentences using a range of conjunctions</p> <p>Writing opportunity – writing a letter to the elves</p>
Phonics	wh/ph	ere/ear	ere/ear	ur	sh	th
Spelling	Words ending in y e.g. party could should would	Words ending in le after a consonant e.g. apple, bubble great break steak	Words ending in le after a consonant move prove improve	Learn the a after a w or qu e.g. watch, squash, want because any many	Contractions – e.g. didn't you're people Mr Mrs	Contractions – e.g. didn't you're most only both
Maths	Multiplication - arrays 3D shape	Multiplication – arrays/commutative 3D shape	Subtraction Measure length in cm	Fractions Measure length in centimetres/reading a scale	Fractions Measure weight in grams (g)	Fractions Measure weight in grams(g)/ /reading a scale
Science	<p>Knowledge To test whether materials are rigid, hard, squashy or stretchy.</p> <p>Skills Perform simple comparative tests and Identify, group and classify Use his/her observations and ideas to suggest answers to questions</p>	<p>Knowledge To test how stretchy a material is.</p> <p>Skills Perform simple comparative tests and Identify, group and classify Use his/her observations and ideas to suggest answers to questions</p>	<p>Knowledge To test how stretchy a material is.</p> <p>Skills Perform simple comparative tests and Identify, group and classify Use his/her observations and ideas to suggest answers to questions</p>			

	noticing similarities, differences & patterns Vocabulary compare measure	noticing similarities, differences & patterns Vocabulary compare measure	noticing similarities, differences & patterns Vocabulary compare measure			
PSHE	Media literacy and digital resilience The internet in everyday life; online content and information			Money and work What money is; needs and wants; looking after money		
	Pupils will learn to recognise the purpose and value of the internet in everyday life	Pupils will learn to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos	Pupils will learn that information online might not always be true	Pupils will learn about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments	Pupils will learn <ul style="list-style-type: none"> •how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do 	Pupils will learn <ul style="list-style-type: none"> • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants
Design & Technology				Designing shoes Skills * Select pictures to help develop ideas *Use pictures and words to convey what they want to design and make Vocabulary design heel soul laces	Making shoes Skills *Describe their models and drawings of ideas and intentions *Select tools *Mark out materials to be cut using a template *Cut along straight and curved lines. *Join materials *watch adult use glue gun Vocabulary strap thread pattern eyelet	Making /evaluating shoes Skills *Talk about changes made during the making process *Discuss how closely their finished products meet their design criteria Vocabulary evaluate improve
Computing	Knowledge To be able to design and make a set for a character. Skills	Knowledge To be able to demonstrate moving a character round a set so that it can be photographed.	Knowledge To be able to move and photograph a character based on a script. Skills	Knowledge To be able to move and photograph a character based on a script. Skills		

	<p>To be able to design a setting. To add the relevant props for the setting. To choose suitable materials. To make the image that has been designed.</p> <p>Vocabulary Design Set Props Create</p>	<p>Skills To be able to move a character carefully for purpose. To move a character based on script and motivation.</p> <p>Vocabulary Movement Purpose Change Space</p>	<p>To be able to move a character carefully for purpose. To move a character based on script and motivation. To be able to photograph each image.</p> <p>Vocabulary Stop motion Plasticine Movement Space</p>	<p>To be able to move a character carefully for purpose. To move a character based on script and motivation. To be able to photograph each image.</p> <p>Vocabulary Script Purpose Change Move</p>		
Geography	<p>Knowledge To learn about Europe</p> <p>Skills Name and locate the worlds 7 continents the 5 seas.</p> <p>Vocabulary country continent</p>	<p>Knowledge To learn about Asia</p> <p>Skills Name and locate the worlds 7 continents the 5 seas.</p> <p>Vocabulary sea</p>	<p>Knowledge To learn about Australia</p> <p>Skills Name and locate the worlds 7 continents the 5 seas.</p> <p>Vocabulary world</p>			
Physical Education	<p>Knowledge Real P.E (Creative skills) Play games - Grand Prix and On the mat</p> <p>Programmes of Study</p> <ul style="list-style-type: none"> to be able to make up my own rules and versions of activities. to be able to respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression. to be able to begin to compare movements and skills with those of others. to be able to select and link movements together to fit a theme. to be able to explore and describe different movements. <p>Skills: Co-ordination of ball skills and Counterbalance</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Counterbalance, Co-operation 					

<p>Religious Education</p>				<p>Knowledge Why is the church important to people?</p> <p>Skills Name the church as a special place for Christians Know that 'worship' is one of the most important things that happens in a church. Recall something that Christians do in worship Recognise some symbols within a church and suggest what they mean Vocabulary: church beliefs</p>	<p>Knowledge Why is the church important to people?</p> <p>Skills Name the church as a special place for Christians Know that 'worship' is one of the most important things that happens in a church. Recall something that Christians do in worship Recognise some symbols within a church and suggest what they mean Vocabulary: Symbols features</p>	<p>Knowledge Why is the church important to people?</p> <p>Skills Recognise and name Easter artefacts Suggest meanings for different symbols Talk about friendship/feelings /beliefs with sensitivity Vocabulary: Easter Garden betray resurrection</p>
-----------------------------------	--	--	--	--	--	---