## \*Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT 'Knowledge is power. Information is liberating.' Kofi Annan TOPIC: Best of British Year Group: 2 1 (2 days) 1 2 3 4 6 7 5 **English** Writing about me Key text: Florence Make birthday Text: Percy the Park Text: Percy the Mary Seacole Hedgehogs **Badgers** Barn owl cards and birthday Keeper – After the Park Keeper -Nightingale calendar Storm After the Storm Reading skills - use Reading skills -What makes a Reading skills -Reading skills -Reading skills -Reading skills -Reading skills picture clues and identify features identify features of identify features of identify features of happy class? use picture clues breaking words sounding out and and sounding out down into smaller of a non-fiction a non-fiction text a non-fiction text a non-fiction text -Reading skills blending to decode and blending to chunks. text - contents, contents, captions, contents, captions, contents, captions, rhyming words decode vocabulary captions headings headings headings discuss the writing meaning of words assessment about Writing Skills -Writing Skills -Writing Skills -Writing Skills -Writing Skills -Writing Skills -Writing Skills the holiday or Simple sentences about themselves Simple sentences Simple sentences Simple sentences Simple sentences Simple sentences Simple sentences **Grammar focus** in their literacy Grammar focus -Grammar focus -Grammar focus -Grammar focus -**Grammar focus** Grammar focus books capital letters and capital letters and capital letters and adjectives adjectives nouns nouns full stops full stops full stops Writing Writing Writing Writing Writing Writing Writing opportunity - Story opportunity opportunity opportunity opportunity opportunity opportunity - Non retelling Story innovation biography for biography for Facts about chronological Non chronological children write Florence Mary Seacole Hedgehogs report report their own Nightingale problem **Phonics** Phase 5 revision Revision of sounds Phase 5 revision ai – rain ie - pie u e-cube ee – see oa - coat ew - few and ea - treat igh - night ow - slow ay - clay spelling e e – Eve i e – like o e-cone a e – maze Maths Counting Place value of 2-Place value using Addition number Number bonds Addition -Addition -Multiplication as

facts

partitioning

partitioning

money

repeated addition

digit numbers

Science		Knowledge		Knowledge			Knowledge			
		Explore and compare	the differences	Identify that most livi	ng things live in	Knowledge				
		between things that a	re living, dead, and	habitats to which the	y are suited and	Identify and name a variety of animals in their habitats, including micro-habitats				
		things that have neve	r been alive.	describe how differer	nt habitats provide					
				for the basic needs of	f different kinds of	Hedgehogs, badgers	, owls			
				animals, and how the	y depend on each	How are they adapte	ed?			
		<b>Skills</b> Use observation	s and ideas to	other.						
		suggest answers to qu				Skills				
		similarities, difference	es & patterns	Skills		Use simple equipme	nt to observe closely i	ncluding changes		
		l		Use observations and	ideas to suggest	over time	•			
		Vocabulary		answers to questions						
		Living		similarities, difference	es & patterns	Gather and record d	ata to help in answeri	ng auestions		
		Dead Habitat					ndary sources of inforr	= :		
		Woodland		Vocabulary Living Dead Habitat Woodland Pond			, , , , , , , , , , , , , , , , , , , ,			
		Pond				Vocabulary				
		Desert				Habitat				
						Woodland Pond Desert				
		Skills vocabulary								
		(Include all previously	<i>taught:</i> Question							
		Change)		Desert						
		Observe				Skills vocabulary				
		Group				(Include all previous Observe	ly taught)			
PSHE	Circle Time	Circle Time Meeting	Family and	Family and	Family and	Family and	Safe relationships	Safe relationships		
	Meeting		friendships	friendships	friendships	friendships				
Art and		Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge		
Design										
		Drawing British	Colour mixing	Colour mixing	Printing	To be able to use	Compare Lauren	Design and make		
		animals. Mark making using	primary colours into secondary	brown. Mark making with a	investigation. Using different	British animal foot prints to create a	Child and Dapo Adeola	Christmas cards. Using different		
		Beatrix Potter as a	colours.	paintbrush.	tools to print.	piece of artwork.	illustrations and	skills to create art		
		reference.		<b>F</b> a		proce or aremorni	create a collage.	work.		
		<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>		
		<ul> <li>Using pencils to</li> </ul>	<ul> <li>Recognise</li> </ul>	<ul> <li>Recognise</li> </ul>	<ul> <li>Select</li> </ul>	• Select	<ul> <li>Know that</li> </ul>	<ul> <li>Use various</li> </ul>		
		sketch.	primary	primary colours.	particular	particular	different artistic	techniques to		
		Making sure the	colours.	Recognise	techniques to	techniques to	works are made	create a		
		picture is in	Recognise	secondary	create a	create a	by craftspeople	Christmas card.		
		proportion.	secondary	colours.	product using materials.	product using materials.	from different			
			colours.		ווומנפוומוט.	materiais.				

	Vocabulary Beatrix Potter, rabbit, animals, sketch	Mix colours together to create different colours.      Vocabulary Primary, secondary, mixing, paint	<ul> <li>Mix colours together to create different colours.</li> <li>Use a paintbrush to mark make.</li> <li>Vocabulary Primary, secondary, mixing, paint</li> </ul>	<ul> <li>Experiment         with printing         and identify         the different         effects.</li> <li>Vocabulary         Printing, paint,         tools</li> </ul>	<ul> <li>Experiment         with printing         and identify         the different         effects.</li> <li>Vocabulary         Printing, paint,         tools, animals</li> </ul>	cultures and times  Create a collage using different materials.  Vocabulary Compare, critique, collage	<ul> <li>Use paint to create different patterns.</li> <li>Vocabulary Christmas, cards.</li> </ul>
Computing	Introduction into Algorithms Coding – create and debug on Scratch Jr.  Skills  Control a device	Knowledge  Introduction into Algorithms  Coding – create and debug on Scratch Jr.  Skills	Introduction into Algorithms Coding - create and debug on Scratch Jr.  Skills  Control a device	Knowledge  Introduction into Algorithms  Coding – create and debug on Scratch Jr.  Skills			
	, on and off screen, making predictions about the effect their programming will have.  • To explain the purpose of a coding programme (e.g. to move a character).	<ul> <li>Control a device, on and off screen, making predictions about the effect their programming will have.</li> <li>To explain the purpose of a coding programme</li> </ul>	, on and off screen, making predictions about the effect their programming will have.  • To explain the purpose of a coding programme (e.g. to move a character).	<ul> <li>Control a device, on and off screen, making predictions about the effect their programming will have.</li> <li>To explain the purpose of a coding programme</li> </ul>			
	Vocabulary Algorithms, debug, instruction, coding	(e.g. to move a character).  Vocabulary Algorithms, debug, instruction, coding	Vocabulary Algorithms, debug, instruction, coding	(e.g. to move a character).  Vocabulary Algorithms, debug, instruction, coding			

History			How do we know	How do we know			
Thistory			about Florence	about Mary			
				Seacole?			
0.0		Links a with a	Nightingale?		and the line and a sended associa (DOC 2)		
Music					-quality live and recorded music (POS 3)	. ,	
				used to create differe	nt moods and effects and to communicate	e ideas.	
		VOCABULARY	Melody, Accompaniment				
Physical			Sport4kid	ls coaches			
Education	Country Dancing	Country Dancing		•	Dancing	Country Dancing	
	Skipping with a	Skipping in time to the music, making	ng a L	earn and perform the	dance Circassian Circle	Perform Circassian	
	partner and using	circle				Circle dance to an	
	space					audience	
Religious					Is the world a fair place?		
Education					<ul> <li>To know our world is unfair</li> </ul>		
					<ul> <li>to consider what motivates per</li> </ul>	eople to challenge	
					injustice		
					to make a difference to those	for whom life is not	
					fair		
					Begin to understand the impo	rtance of religion and	
					belief		
					Skills:		
					Identify the basic needs of all h	uman haings	
					<ul> <li>Understand not everyone's base</li> </ul>	_	
					Know that buying fair trade pro	ducts might make a	
			difference				
			Understand that people with no relig				
					we must make the world a bet	ter place ourselves	
					Vocabulary:		
					Needs fair trade fairnes	s unfair	

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TOPIC: Bes	TOPIC: Best of British Year Group: 2									
	8	9	10	11	12	13	14			
English	Key text: British wildlife centre leaflets	<b>Key text:</b> British wildlife centre leaflets	Key text: England George and the Dragon	Key text: Scotland	<b>Key text:</b> Wales	Key text: Christmas	Key text: Christmas			
		Reading skills –	Reading skills –	Reading skills –	Reading skills –	Reading skills –	Reading skills –			

	Reading skills — discuss difference organisation of other non-fiction texts  Writing Skills — Simple sentences Grammar focus - Expanded noun	discuss difference organisation of other non-fiction texts  Writing Skills – Simple sentences Grammar focus - Expanded noun phrases	Scan and read sections locating key words  Writing Skills — Simple sentences Grammar focus - Expanded noun phrases	Generate questions linked to the text.  Writing Skills — Simple sentences Grammar focus - Expanded noun phrases	Answer questions by locating key words and phrases  Writing Skills — Simple sentences Grammar focus - Expanded noun phrases	Discuss the sequence of events of the Christmas story  Writing Skills — Simple sentences Grammar focus - Expanded noun phrases	Explain and discuss their understanding of the story.  Writing Skills — Simple sentences Grammar focus - Expanded noun phrases
	phrases  Writing opportunity – recount planning	Writing opportunity  - Recount writing	Writing opportunity Facts about England	Writing opportunity Visit Scotland leaflet	Writing opportunity — Facts about Wales	Writing opportunity – What does the Christmas story tell Christians about Jesus	Writing opportunity – What does the Christmas story tell Christians about Jesus
Phonics and spelling	ei – veins eigh – eight a - able		e – she ie – field y – silly ey - donkey		y – try i – item ig - sign	o – oval oe – toe ough - dough	u – human ue – statue
Maths	Mulitplication using the sign x	Problems solving with multiplication	Subtraction -less than and counting back	Subtraction on a number line	Fractions – halves	Fractions - quarters	Going shopping - money
Science	Knowledge 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.  Skills Perform simple comparative tests and Identify, group and classify				ge through the year? ideas to suggest answers similarities, differences &		
	Gather and record d from secondary sour Vocabulary Energy Food chain Predator Prey  Skills vocabulary	ata to help in answering rces of information	questions including	Vocabulary Habitat Energy Food chain Predator Prey			

	Observe						
	Group/classify	T	T				
PSHE	Safe relationships	Safe relationships	Respecting ourselves	Respecting ourselves	Respecting ourselves	Respecting ourselves	Circle Time Meeting
Art and Design	<u>Knowledge</u>	<u>Knowledge</u>					<u>Knowledge</u>
Design	Create a collage of a woodland scene with British animals.  Skills  Select particular techniques to create a product using materials. Give reason for his/her artwork. Using different materials to create art work.  Vocabulary Collage, wildlife, background, habitat	Create a collage of a woodland scene with British animals.  Skills  Select particular techniques to create a product using materials. Give reason for his/her artwork. Using different materials to create art work.  Vocabulary Collage, wildlife, background, habitat					Design and make Christmas cards.  Skills  Use various techniques to create a Christmas card.  Use paint to create different patterns.  Vocabulary Christmas, cards.
Computing	Knowledge	<u>Knowledge</u>	<u>Knowledge</u>				
	Coding – Espresso. Understand what algorithms are and how they are implemented as programmes.	Coding – Espresso. Understand what algorithms are and how they are implemented as programmes.	Coding – Espresso. Understand what algorithms are and how they are implemented as programmes.				
	<ul><li>Skills</li><li>Control a device , on and off screen, making</li></ul>	Control a device ,     on and off screen,     making	Control a device ,     on and off screen,     making				

	predictions about the effect their programming will have. • To use multi- step code to move an object in different directions. • To plan an algorithm before entering the controls	predictions about the effect their programming will have.  • To use multi-step code to move an object in different directions.  • To plan an algorithm before entering the controls into a device.	predictions about the effect their programming will have.  • To use multi-step code to move an object in different directions.  • To plan an algorithm before entering the controls into a device.						
	into a device.  Vocabulary  Algorithms, debug, instruction, coding	Vocabulary Algorithms, debug, instruction, coding	Vocabulary Algorithms, debug, instruction, coding						
Geography				England	Scotland	Wales	Northern Ireland		
Music	Listen with concentration and understanding to a range of high-quality live and recorded music (POS 3)  SKILLS (POS 3)_* Notice how music can be used to create different moods and effects and to communicate ideas.  VOCABULARY Melody, Accompaniment								
Physical				Sport4kids coach					
Education	Loorn	Country Dancing the dance 'I want to be r	2005.404		Country Dancing				
Religious Education	Learn	the dance I want to be I	lear you	<ul> <li>Introduce the idea</li> <li>Familiarise the chil</li> <li>Focus on the Old T focus on accounts children get an ide Bible story.</li> <li>Skills:         <ul> <li>Recall names of pe</li> <li>Retell stories and i</li> </ul> </li> </ul>	Farmer's Jig  Apportant book for Christia  To of the Bible as the 'big sto Idren with stories and peop  Estament as many of the Country  from the life of Jesus, but a  a of the 'beginning, middle  eople and what happened to dentify which 'part' God pi  stians might learn from the  Moses Bible	ry' of God and his people ole from the Bible Christianity units at KS1 exploring a range will help e and end' of the 'big'	What does the Christmas story tell Christians about Jesus?  • explore the Christmas nativity account for clues (e.g. angels, visit of the Magi, new star) that Christians believe • show Christians who Jesus is and why he was born. Skills:		

		<ul> <li>Be able to say</li> </ul>	
		which parts of	
		Christmas	
		maintain the true	
		meaning and why	
		Vocabulary:	
		Gold, frankincense,	
		myrrh	