

***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	5	6	7
English	<p>Writing about me Make birthday cards and birthday calendar</p> <p>What makes a happy class?</p> <p>Reading skills – rhyming words</p> <p>writing assessment about the holiday or about themselves in their literacy books</p>	<p>Key text: Text: Percy the Park Keeper – After the Storm</p> <p>Reading skills – use picture clues and sounding out and blending to decode</p> <p>Writing Skills – Simple sentences Grammar focus - capital letters and full stops</p> <p>Writing opportunity – Story retelling</p>	<p>Key text: Text: Percy the Park Keeper – After the Storm</p> <p>Reading skills – use picture clues and sounding out and blending to decode</p> <p>Writing Skills – Simple sentences Grammar focus - capital letters and full stops</p> <p>Writing opportunity – Story innovation – children write their own problem</p>	<p>Key text: Florence Nightingale</p> <p>Reading skills – breaking words down into smaller chunks. vocabulary – discuss the meaning of words</p> <p>Writing Skills – Simple sentences Grammar focus - capital letters and full stops</p> <p>Writing opportunity – biography for Florence Nightingale</p>	<p>Key text: Mary Seacole</p> <p>Reading skills – identify features of a non-fiction text – contents, captions</p> <p>Writing Skills – Simple sentences Grammar focus - nouns</p> <p>Writing opportunity – biography for Mary Seacole</p>	<p>Key text: Hedgehogs</p> <p>Reading skills – identify features of a non-fiction text – contents, captions, headings</p> <p>Writing Skills – Simple sentences Grammar focus - nouns</p> <p>Writing opportunity – Facts about Hedgehogs</p>	<p>Key text: Badgers</p> <p>Reading skills – identify features of a non-fiction text – contents, captions, headings</p> <p>Writing Skills – Simple sentences Grammar focus - adjectives</p> <p>Writing opportunity – Non chronological report</p>	<p>Key text: Barn owl</p> <p>Reading skills – identify features of a non-fiction text – contents, captions, headings</p> <p>Writing Skills – Simple sentences Grammar focus - adjectives</p> <p>Writing opportunity – Non chronological report</p>
Phonics and spelling	Phase 5 revision	Phase 5 revision	ai – rain ay - clay a_e – maze	ee – see ea – treat e_e – Eve	ie - pie igh - night i_e – like	oa - coat ow - slow o_e - cone	u_e - cube ew - few	Revision of sounds
Maths	Counting	Place value of 2-digit numbers	Place value using money	Addition number facts	Number bonds	Addition - partitioning	Addition - partitioning	Multiplication as repeated addition

Science		<p>Knowledge Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Skills Use observations and ideas to suggest answers to questions noticing similarities, differences & patterns</p> <p>Vocabulary Living Dead Habitat Woodland Pond Desert</p> <p>Skills vocabulary <i>(Include all previously taught: Question Change)</i> Observe Group</p>	<p>Knowledge 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 how they depend on each other.</p> <p>Skills Use observations and ideas to suggest answers to questions noticing similarities, differences & patterns</p> <p>Vocabulary Living Dead Habitat Woodland Pond Desert</p>	<p>Knowledge Knowledge Identify and name a variety of animals in their habitats, including micro-habitats Hedgehogs, badgers, owls How are they adapted?</p> <p>Skills Use simple equipment to observe closely including changes over time</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Vocabulary Habitat Woodland Pond Desert</p> <p>Skills vocabulary <i>(Include all previously taught)</i> Observe</p>				
PSHE	Circle Time Meeting	Circle Time Meeting	Family and friendships	Family and friendships	Family and friendships	Family and friendships	Safe relationships	Safe relationships
Art and Design		<p>Knowledge Drawing British animals. Mark making using Beatrix Potter as a reference.</p> <p>Skills</p> <ul style="list-style-type: none"> Using pencils to sketch. Making sure the picture is in proportion. 	<p>Knowledge Colour mixing primary colours into secondary colours.</p> <p>Skills</p> <ul style="list-style-type: none"> Recognise primary colours. Recognise secondary colours. 	<p>Knowledge Colour mixing brown. Mark making with a paintbrush.</p> <p>Skills</p> <ul style="list-style-type: none"> Recognise primary colours. Recognise secondary colours. 	<p>Knowledge Printing investigation. Using different tools to print.</p> <p>Skills</p> <ul style="list-style-type: none"> Select particular techniques to create a product using materials. 	<p>Knowledge To be able to use British animal foot prints to create a piece of artwork.</p> <p>Skills</p> <ul style="list-style-type: none"> Select particular techniques to create a product using materials. 	<p>Knowledge Compare Lauren Child and Dapo Adeola illustrations and create a collage.</p> <p>Skills</p> <ul style="list-style-type: none"> Know that different artistic works are made by craftspeople from different 	<p>Knowledge Design and make Christmas cards. Using different skills to create art work.</p> <p>Skills</p> <ul style="list-style-type: none"> Use various techniques to create a Christmas card.

		<p>Vocabulary Beatrix Potter, rabbit, animals, sketch</p>	<ul style="list-style-type: none"> Mix colours together to create different colours. <p>Vocabulary Primary, secondary, mixing, paint</p>	<ul style="list-style-type: none"> Mix colours together to create different colours. Use a paintbrush to mark make. <p>Vocabulary Primary, secondary, mixing, paint</p>	<ul style="list-style-type: none"> Experiment with printing and identify the different effects. <p>Vocabulary Printing, paint, tools</p>	<ul style="list-style-type: none"> Experiment with printing and identify the different effects. <p>Vocabulary Printing, paint, tools, animals</p>	<p>cultures and times</p> <ul style="list-style-type: none"> Create a collage using different materials. <p>Vocabulary Compare, critique, collage</p>	<ul style="list-style-type: none"> Use paint to create different patterns. <p>Vocabulary Christmas, cards.</p>
Computing		<p><u>Knowledge</u></p> <p>Introduction into Algorithms Coding – create and debug on Scratch Jr.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Control a device , 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). <p>Vocabulary Algorithms, debug, instruction, coding</p>	<p><u>Knowledge</u></p> <p>Introduction into Algorithms Coding – create and debug on Scratch Jr.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Control a device , 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). <p>Vocabulary Algorithms, debug, instruction, coding</p>	<p><u>Knowledge</u></p> <p>Introduction into Algorithms Coding – create and debug on Scratch Jr.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Control a device , 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). <p>Vocabulary Algorithms, debug, instruction, coding</p>	<p><u>Knowledge</u></p> <p>Introduction into Algorithms Coding – create and debug on Scratch Jr.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Control a device , 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). <p>Vocabulary Algorithms, debug, instruction, coding</p>			

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

	Observe Group/classify						
PSHE	Safe relationships	Safe relationships	Respecting ourselves	Respecting ourselves	Respecting ourselves	Respecting ourselves	Circle Time Meeting
Art and Design	<u>Knowledge</u> Create a collage of a woodland scene with British animals. <u>Skills</u> <ul style="list-style-type: none"> • 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	<u>Knowledge</u> Create a collage of a woodland scene with British animals. <u>Skills</u> <ul style="list-style-type: none"> • 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					<u>Knowledge</u> Design and make Christmas cards. <u>Skills</u> <ul style="list-style-type: none"> • Use various techniques to create a Christmas card. • Use paint to create different patterns. Vocabulary Christmas, cards.
Computing	<u>Knowledge</u> Coding – Espresso. Understand what algorithms are and how they are implemented as programmes. <u>Skills</u> <ul style="list-style-type: none"> • Control a device , on and off screen, making 	<u>Knowledge</u> Coding – Espresso. Understand what algorithms are and how they are implemented as programmes. <u>Skills</u> <ul style="list-style-type: none"> • Control a device , on and off screen, making 	<u>Knowledge</u> Coding – Espresso. Understand what algorithms are and how they are implemented as programmes. <u>Skills</u> <ul style="list-style-type: none"> • Control a device , on and off screen, making 				

	<p>predictions about the effect their programming will have.</p> <ul style="list-style-type: none"> To use multi-step code to move an object in different directions. To plan an algorithm before entering the controls into a device. <p>Vocabulary Algorithms, debug, instruction, coding</p>	<p>predictions about the effect their programming will have.</p> <ul style="list-style-type: none"> To use multi-step code to move an object in different directions. To plan an algorithm before entering the controls into a device. <p>Vocabulary Algorithms, debug, instruction, coding</p>	<p>predictions about the effect their programming will have.</p> <ul style="list-style-type: none"> To use multi-step code to move an object in different directions. To plan an algorithm before entering the controls into a device. <p>Vocabulary Algorithms, debug, instruction, coding</p>				
Geography				England	Scotland	Wales	Northern Ireland
Music	<p>Listen with concentration and understanding to a range of high-quality live and recorded music (POS 3) SKILLS (POS 3)_* <i>Notice how music can be used to create different moods and effects and to communicate ideas.</i> VOCABULARY <i>Melody, Accompaniment</i></p>						
Physical Education	Sport4kids coaches						
	Country Dancing Learn the dance 'I want to be near you'			Country Dancing Farmer's Jig			
Religious Education				<p><u>Why is the bible an important book for Christians?</u></p> <ul style="list-style-type: none"> Introduce the idea of the Bible as the 'big story' of God and his people Familiarise the children with stories and people from the Bible Focus on the Old Testament as many of the Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story. <p>Skills:</p> <ul style="list-style-type: none"> Recall names of people and what happened to them Retell stories and identify which 'part' God plays in them Suggest what Christians might learn from the stories <p>Vocabulary: Old/New Testament Moses Bible</p>			<p><u>What does the Christmas story tell Christians about Jesus?</u></p> <ul style="list-style-type: none"> 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. <p>Skills:</p>

					<ul style="list-style-type: none">• Be able to say which parts of Christmas maintain the true meaning and why <p>Vocabulary: Gold, frankincense, myrrh</p>
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