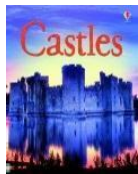



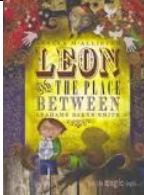
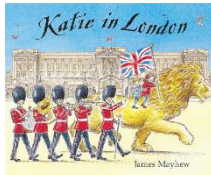

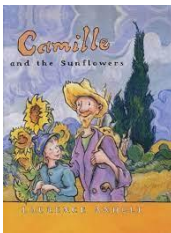



2014 National Curriculum Coverage at Langney Primary School – Year 2

Vision Statement: <i>'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).</i>				School Motto: <p style="text-align: center; font-size: 1.2em;">“Active Body, Healthy Mind”</p>							
Curriculum Intent: <ol style="list-style-type: none"> 1) INNOVATION 2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES 3) TALENT DISCOVERY 4) RAISING ASPIRATIONS & LIFE CHANCES 5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT 6) HEALTH & WELL-BEING 				Core Values: The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="text-align: center;">Mutual Respect</td></tr> <tr><td style="text-align: center;">Aspiration</td></tr> <tr><td style="text-align: center;">Appreciation</td></tr> <tr><td style="text-align: center;">Positivity</td></tr> <tr><td style="text-align: center;">Forgiveness</td></tr> </table>			Mutual Respect	Aspiration	Appreciation	Positivity	Forgiveness
Mutual Respect											
Aspiration											
Appreciation											
Positivity											
Forgiveness											
Stunning Start and Fabulous Finish											
Stunning Start	Bayeux Tapestry	Mr Brown Talk On The History Of The Railway.	Mr Pineapple Head Visit	Planting Day (planting various plants / flowers)	Package From Sunny (to arrive at the classroom!)						
Fab Finish	Battle of Hastings Quiz	Polar Express Film afternoon	Make a cape for Teddies	Terry Hobbs Painting Workshop	Drusillas trip						
Coverage											
Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks					
Topic Title	Let the Battle Commence!	All Aboard!	Let the Magic Begin...	Vincent Van Grow		Animal Kingdom					
Writing Genres	Powerful description Recount Non-chronological report.	Description Arctic animal fact file Narrative	Narrative Recount Poetry	Narrative Instructions Information leaflet	Narrative with dialogue Description	Letter Nonsense poem Recount					
Reading Genres	Non Fiction (Real) Information text Poetry	Description Narrative Non-Fiction (penguins, arctic animals)	Narrative (to entertain) Recount (real event)	Narrative Information text	Instructions + Narrative Plus dialogue	Narrative Nonsense poem and perform.					
Core Text	 	 		  							

Science	<p>Scientific Enquiry To run through ALL units</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can observe over time, using simple equipment. I can perform simple tests. Fair / comparative Tests. I can identify and classify. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help answer questions. 	<p>Chemistry Use of Everyday Materials</p> <ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Biology Animals Including humans</p> <ul style="list-style-type: none"> I can notice that animals, including humans, have offspring which grow into adults. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. I can gather and record data to help answer questions. 	<p>Biology Plants</p> <ul style="list-style-type: none"> I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I can gather and record data to help answer questions. 	<p>Biology Living Things and Their Habitats</p> <ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats and microhabitats. I can 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. 	
Science		Charles Goodyear	David Attenborough	Carl Linnaeus	Kate Humble	
Key Scientists						
Computing	<p>Computing (Exploring Digital Technology)</p> <ul style="list-style-type: none"> I can recognise digital devices around us I can access technology by using a keyboard I can alter the appearance of characters, typed from a keyboard I can demonstrate how a device can help us with a task I can explore how computers are improving our lives 	<p>Computer Science 1 (Robotics with Probots)</p> <ul style="list-style-type: none"> I can find and fix faults in a program I can check if a robot is working correctly I can use a repeat in Logo I can read and understand unfamiliar Logo programs I can create a new program from scratch 	<p>Electronic Safety (Right & Wrong)</p> <ul style="list-style-type: none"> I can explain how to report online safety worries I can keep our personal information safe when online I can identify websites that are suitable for my age I can identify kind and unkind behaviour online I can understand how cyberbullying can make someone feel 	<p>Handling Data (Starting Spreadsheet)</p> <ul style="list-style-type: none"> I can collect and organise data with a digital device# I can begin to use a spreadsheet to store data I can locate cells on a spreadsheet I can use information on a spreadsheet I can analyse data 	<p>Computer Science 2 (Problem Solving)</p> <ul style="list-style-type: none"> I can identify and use the triggers that start a program I can control how an object moves in a program I can control more than one object with a program I can control a Scratch sprite using multiple instructions I can build a system 	<p>Digital Creator (Pop Art)</p> <ul style="list-style-type: none"> I can explore the work of an artist I can produce digital art in the style of a specific artist I can collaborate on a piece of digital work I can gather digital media for a specific project I can experiment with different digital media
History	<p>Key Events in Local History</p> <ul style="list-style-type: none"> I can explain significant historical events, people and places in my own locality. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> I can explain how significant people from the past have contributed to national and international achievements. I can explain events beyond living memory that are significant nationally or globally. <i>Transport / History of Trains</i> I can look at a variety of sources to find out about the past (e.g. books, videos, photographs, pictures and artefacts). 			<p>Historical Enquiry</p> <ul style="list-style-type: none"> I can look at a variety of sources to find out about the past (e.g. books, videos, photographs, pictures and artefacts). I can ask questions about pictures and artefacts when finding out about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> I can use time related words and phrases when talking about the past: now, yesterday, last week, when I was younger, before I was born. I can explain changes within living memory <i>Changes in school life</i> 	

<p>Geography</p>			<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of 4 countries , capital cities of UK and its surrounding seas-North Sea, Irish Sea, English Channel, Atlantic Ocean. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate and identify the UK and its countries. Use simple compass pts <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> I can identify the main languages spoken in the United Kingdom and it's countries. I can identify flags of the United Kingdom's four countries, and the Union Jack. 	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases and globes to locate and identify</p> <ul style="list-style-type: none"> Use simple fieldwork to study local areas. Use simple compass pts 		<p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Human & Physical Geography</u></p> <ul style="list-style-type: none"> Hot and Cold countries Identify North and South Poles Geographical sims and diffs (human and phys) Use maps, atlases and globes to locate and identify Use simple compass pts
<p>Art & Design</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> I can name, group and mix paint to create secondary colours. I can experiment to make as many tones of one colour as possible-using white paint. I can paint from observation. I can use thick and fine brushes and other tools to create effect. I can apply colour with a range of tools to make marks of different kinds.. 			<p><u>Sculpture</u></p> <ul style="list-style-type: none"> I can express my own experiences and ideas through sculpture. I can use tools to create lines, texture, form, space and shape in my work. I can shape and form malleable materials from direct observation. I can replicate patterns and textures in a 3D form using malleable and rigid materials. <p><u>Known Artists and designers</u></p> <ul style="list-style-type: none"> I can say how artists have used pattern, colour and shape. I can talk about the work of an artist/designer/craft maker. I can make links between my own work and the work of different artists. I can say what I like / dislike about the work of a range of artists/ craft makers/ designers. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> I can draw using pencils of 3 different grades on a variety of surfaces. I can experiment with blending using blending stumps. I can show pattern and texture in my drawing. I can create shadows and light and dark tones when drawing. <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> I can make evaluation notes in my sketchbook. I can use my initial sketches to inform my final art piece. I can explore and share my ideas experiences and imagination in my sketchbooks. <p><u>Painting Landscapes</u></p> <ul style="list-style-type: none"> I can begin to mix paint to create secondary colours. I can name primary and secondary colours. I can use thick and fine brushes and other tools to create effect. I can experiment to make as many tones of one colour as possible using white paint. I can paint a landscape using limited colours and textures. 	

Art & Design Knowledge and Appreciation of Artists and Designers	Paul Klee-block printing			Barbara Hepworth	Van Gogh	Eduardo Paolozzi
Design Technology		Wheels and Axles <ul style="list-style-type: none"> I can generate a design by talking and using my own experiences. I can develop and communicate ideas through drawings and mock-ups. I can select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. I can select and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. I can evaluate my product against a criteria 	Textiles <ul style="list-style-type: none"> I can design a functional and appealing product for a chosen user and purpose based on a simple design criteria. I can select from and use textiles according tot their characteristics I can evaluate my ideas throughout and my final product against original design criteria 			Food <ul style="list-style-type: none"> I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables. I can communicate my ideas through talk and drawings. I can use simple utensils and equipment e.g. peel, cut, slice, squeeze etc safely. I can select from a range of fruit and vegetables according to their characteristics to create a chosen product I can evaluate ideas and finished products against the design criteria, including intended user and purpose
Music	Singing Performing a song <ul style="list-style-type: none"> I can identify how to warm up my voice. I can identify basic musical cues from the leader. I can identify simple dimensions of duration using my voice. I can identify simple dimensions of dynamics using my voice. 	Singing Composing lyrics for a song. <ul style="list-style-type: none"> I can practise using my voice expressively and creatively by singing songs, speaking chants and rhymes. I can perform using my voice expressively and creatively by singing songs, speaking chants and rhymes. I can produce lyrics for a composition using a template. I can perform my composition to an audience 	Tuned Percussion Boomwhackers/ Steel Drums Performing a piece of music using the treble clef. <ul style="list-style-type: none"> I can identify the simple dimensions of pitch on a tuned instrument. I can identify basic musical notes and cue notes on a tuned instrument. I can practise a range of songs on a tuned instrument within a group using cue notes. I can practise a range of songs on a tuned instrument within a group using musical notes. 	Tuned Percussion Boomwhackers/ Steel Drums Creating compositions using two, three or four notes starting to use music notation. <ul style="list-style-type: none"> I can perform a range of songs on a tuned instrument within a group using musical cue notes. I can perform a range of songs on a tuned instrument within a group using musical notes. I can create compositions using a range of different musical and cue notes on a tuned instrument. I can perform my compositions using a range of different musical and cue notes on a tuned instrument. 	Untuned Percussion Djembe Performing a rhythm in a group <ul style="list-style-type: none"> I can identify a crotchet note. I can identify a stop and repeat symbols. I can identify musical cues from a conductor. I can practise a rhythm using crochet notes. 	Untuned Percussion Djembe Composing a rhythm using music notation. <ul style="list-style-type: none"> I can practise using stop and repeat symbols correctly in a rhythm. I can practise following musical cues from a conductor. I can use a crochet rhythm I have learnt and begin to show fluency on an untuned instrument. I can produce a composition using a crochet rhythm on an untuned instrument.
Physical Education	Football fundamental movements & ball skills OAA team building, problem solving map reading, team orienteering	Rugby movement & handling skills Hockey movement & handling skills Gymnastics travel, balance, rolls	Basketball team skills, ball handling Netball team skills, ball handling Dance Movement, following and creating basic choreography, performance	Handball team skills, ball handling Gymnastics rolling, flight, performance	Softball Tennis Striking a ball, racket grip, ball control Quick cricket Striking a ball, throwing and catching Dance Movement, following and creating basic choreography, performance	Athletics Running, jumping, throwing *Sports Day Practice Mindful Movement (Yoga type activities)

<p>PSHE (Jigsaw)</p>	<p><u>Being Me in my World</u></p> <ul style="list-style-type: none"> I can identify some hopes and fears for this year I understand the rights and responsibilities for being a member of my class I understand the rights and responsibilities for being a member of my school I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter of my class will help me and others learn I can recognise the choices I make and understand the consequences 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I know some ways to make new friends I can tell you some ways I am different from my friends. 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it I can persevere even when I find tasks difficult I can recognise who it is easy for me to work with and who it is more difficult for me to work with I can work cooperatively in a group to create an end product I know how to share success with other people I can explain some of the ways I worked cooperatively in my group to create the end product. 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some things that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs everyday to keep me healthy. I can decide which foods to eat to give my body energy I can make some healthy snacks and explain why they are good for my body. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for the people in my special relationships. 	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I understand there are different types of touch and can tell you which ones I like and don't like. I can identify what I am looking forward to when I am in Year 3. I can recognise the physical differences between boys and girls and use the correct names for parts of the body and appreciate that some parts of my body are private.
<p>Religious Education</p>	<p>Christianity</p> <p>Is it possible to be kind to everyone all of the time?</p> <ul style="list-style-type: none"> I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness I can say why I think Christians show be kind and give a reason. 	<p>Christianity Incarnation</p> <p>Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> I can remember the Christmas story and start to explain that Christians believe that Jesus was a gift from God to the world. I can give a reason why Christians think God gave Jesus to the world. 	<p>Islam</p> <p>Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <ul style="list-style-type: none"> I can describe some of the Muslim pray routine and being to explain why they do this. I can tell you how praying 5 times a day may help a Muslim. 	<p>Christianity Salvation</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <ul style="list-style-type: none"> I can recall what Christians believe happened on Easter Sunday. I can begin to explain what Christians believe about Jesus' resurrection and offer my own opinion. 	<p>Islam</p> <p>Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> I can recognise some of the key aspects of Shahadah and what they mean to Muslims. I can give an example of how stories about the Prophet show Muslims' beliefs about Muhammed. I can explain how Muslims use the Shahadah and other stories of the Prophet to guide their beliefs. I can give an example of how Muslims put their beliefs into action. (e.g. Prayers, fasting in Ramadan, caring for creation.) I can talk about how prayer, respect, celebration and self control benefit Muslims. I can reason as to whether prayer, respect, celebration and self control have benefits for me. 	<p>Thematic</p> <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> I can recognise a sacred place of worship and what acts are performed there, including the objects used. I can give examples of how people worship in a church, mosque or synagogue and the objects, symbols, actions or stories they use. I can talk about why some people like to belong to a sacred building or a community. I can explain what makes some places special to people, discussing the difference between religious and non-religious special places. I can ask good questions about what happens in a church, synagogue or mosque.




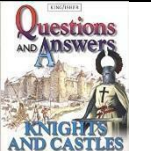
Outdoor Learning Opportunities:

Place	Location	Activity
Battle	Field	Re-enact the Battle of Hastings. Visit Battle Abbey-workshops.
Gardens / Outdoor area	Langney Priory	Exploring different plants / gardening / biology of plants. Drawing plants and living things - links with Term 5 topic 'Vincent Van Grow'
Harbour	Harbour	Using maps/fieldwork. Identifying human and physical features.
Drusillas	Drusillas	Learning about animals and habitats from around the world – link with 'From Point to Point' topic.

Visitors:

Visitor	Activity
Mr Brown	Mr Brown to give a talk about what it is like to work on the railways and give a brief history of trains in England and in our local area.
Mr Pineapple Head	As part of our Stunning Start for 'Let the Magic begin', have a visit from Mr Pineapple Head, a silent magician.
Terry Hobbs	Link to our 'Vincent Van Grow' topic – visit and art session with artist Terry.

Cross-Curricular Texts:

Subject	Text	Title, Author and Synopsis
Art / English		The stars in Vincent van Gogh's painting are so beautiful that Katie can't resist reaching in and taking one. But what will she do when all the other stars come tumbling out of the painting, too?
Geography		When Katie and her brother Jack visit London with Grandma, something very unexpected happens . . . One of the Trafalgar Square lions comes to life and takes them on a wonderful tour of all the best sights!
Geography		Sunny needs a break, so he decides to take a trip to visit some relatives. Through a series of postcards--that actually flip open for children to read--Sunny documents his journey for his family. But as he travels from the barnyard through the forest to the city, Sunny realizes there's no place like home
History / Reading / English		Information text with lots of facts about castles and Knights. We will use this as a key text in reading, as well as to inform our non-fiction writing in English and as part of our history/topic work.