

# Year 2 Curriculum Topic Map

September 2020



THE PARKGATE ACADEMY  
LABOR OMNIA VINCIT

***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in core subjects;*  
*all teachers are committed to personal improvement and fulfil their responsibilities;*  
*all children receive a broad and balanced curriculum;*  
*all academies strive to be outstanding.*

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<ul style="list-style-type: none"> <li>Visit a local supermarket to explore where produce is from and to purchase fruit as a stimulus for art work (use fruit from Jamaica to link into Geography Unit. Use the walk to identify human features of the environment and link to aerial photos.</li> <li><b>Cultural Diversity</b> (similarities and differences for children living in Newark and Kingston).</li> <li>Science – make explicit links to how all humans need the same things to grow and thrive.</li> </ul>							Sports coach or nutritionist to visit school to talk about keeping healthy. <b>Aspiration:</b> how did they qualify. What do they do in their job? <b>Cultural Diversity:</b> Florence Nightingale and Mary Seacole: caring for all regardless of background, and culture. Mary Seacole: how was her life different to that of Florence Nightingale and explore the important things they had in common (drive, vision, personality, work ethic, compassion). <b>Aspiration:</b> the achievements of Florence Nightingale in leading on improvements in nursing and health against the expectations of the time.						
<b>PE Real PE</b>	<b>Unit 1 – Personal</b> <b>Skills – Coordination: Footwork and Static Balance: One Leg</b> <ul style="list-style-type: none"> <li>To know where I am with my learning and begin to challenge myself.</li> <li>To try several times if at first I don't succeed and ask for help when appropriate.</li> <li>To follow instructions, practice safely and work on simple tasks by myself.</li> </ul>							<b>Unit 2 – Social</b> <b>Skills – Dynamix Balance to Agility: Jumping and Landing and Static Balance: Seated</b> <ul style="list-style-type: none"> <li>To show patience and support others, listening well to them about our work. Be happy to show and tell them about my ideas.</li> <li>To help praise and encourage others in their learning.</li> <li>To work sensibly with others, taking turns and sharing.</li> </ul>						
<b>Science</b>	<b><u>The Needs of Animals and Humans</u></b>  <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>Know that caterpillars grow from eggs</li> <li>Label parts of a caterpillar</li> <li>Know that all animals have offspring and name common examples</li> <li>Make observations of chrysalis</li> <li>Sequence the life-cycle of a bird</li> <li>Observe the emergence of the butterfly</li> <li>Describe the lifecycle of a butterfly</li> </ol>							<b><u>Keeping Healthy</u></b>  <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>Know that humans need to eat a range of different foods to stay healthy</li> <li>Design a healthy meal</li> <li>Know that good hygiene is important to stay well</li> <li>Carry out a test to show why handwashing is important</li> <li>Use results from test to show why handwashing is important</li> <li>Investigate the effects of activity on the human body</li> <li>Describe the effects of exercise and good nutrition to stay healthy</li> </ol>						
	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>History</b>						<b><u>Florence Nightingale/ Mary Seacole</u></b>  <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>Sequence the main events in the life of Florence Nightingale</li> </ol>								

		<ol style="list-style-type: none"> <li>2. Compare the uniforms of nurses worn at the time of Florence Nightingale with those worn today</li> <li>3. Write a letter explaining why Florence Nightingale should be allowed to go to the Crimea as a nurse</li> <li>4. Compare the hospital at Scutari before Florence Nightingale arrived with what it was like afterwards</li> <li>5. Describe some of the ways Florence Nightingale helped improve nursing and hospitals</li> <li>6. Describe important events from Mary Seacole's life</li> </ol>												
<b>RE</b>	1.		<p><b><u>Leaders: What makes some people inspiring to others? Christian and Jewish leaders</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Give reasons why people followed Jesus</li> <li>2. Explain who Moses was and what makes him an important leader for Jewish people</li> <li>3. Describe the qualities of a good leader</li> </ol>											
<b>Geography</b>	<p><b><u>Comparing Kingston (Jamaica) with the Local Area</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Find Jamaica on an atlas and describe where it is</li> <li>2. Describe some of the physical features of Jamaica (Physical Geography)</li> <li>3. Describe some similarities and differences between life in ..... and life in Jamaica (insert the school locality)</li> <li>4. Describe different features of life in Jamaica</li> <li>5. Compare the school location to Jamaica</li> </ol>													
	<b><u>Autumn 1</u></b>							<b><u>Autumn 2</u></b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Computing</b>				<p><b>2.1 Coding</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that</li> </ul>				<p><b>2.2 Online Safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and</li> </ul>						

		<p>programs execute by following precise and unambiguous instructions;</p> <ul style="list-style-type: none"> <li>• Create and debug simple programs;</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p>support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>2.3 Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>											
<b>Music</b>	<p><b>Travel</b></p> <p>Musical Focus: Performance</p> <p>The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive “theme park” music.</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			<p><b>Our Bodies</b></p> <p>Musical Focus: Beat</p> <p>The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>										
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DT		<p><b>Nutrition</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria;</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics;</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products;</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>• Understand where food comes from.</li> </ul>	
Art	<p><b>Still Life – Cezanne (begin with observational drawings of fruit, leading to work with pastels and paints, progress to using Paul Cezanne’s work as an inspiration to explore techniques.)</b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design;</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products;</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p><b>Jamaican Art (choose a stylised piece of Jamaican art work as a stimulus for collage)</b></p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>• To use a range of materials creatively to design and make products;</li> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Curriculum Drivers/ Enrichment</b>	Visit Newark Air Museum (or suitable local option) <b>Aspiration:</b> The Wright Brothers and the qualities needed to succeed, perseverance overcoming set-backs and failures. Link to own experiences when designing and making. <b>Cultural Diversity:</b> Learning about other cultures (Jewish beliefs and practices linked to creation/ stories in common with Christianity. All humans as part of the same family.						Visitor from White Post Farm (introduction to a range of animals as a stimulus for learning about habitats) <b>Aspiration:</b> Visitor to visit classes afterwards and children to interview about role, what does the person do for their job? how did they learn to care for animals etc.?  Visit to a local place of worship or visitor into school (baptism and discussions of belonging). <b>Cultural Diversity:</b> We all need to belong. In what ways do we already belong? School? Family? Clubs? Teams? How can we help a new pupil who doesn't speak our language to belong?					
<b>PE Real PE</b>	<b>Unit 3 – Cognitive</b> <b>Skills – Dynamic Balance: On a Line and Static Balance: Stance</b> <ul style="list-style-type: none"> <li>To explain what I am doing well and begin to identify areas for improvement.</li> <li>To begin to order instructions, movements and skills. With help, to recognise similarities and differences in performance and explain why someone is working or performing well.</li> <li>To understand and follow simple rules and name some things I am good at.</li> </ul>						<b>Unit 4 – Creative</b> <b>Skills – Coordination: Ball Skills and Counter Balance: With a Partner</b> <ul style="list-style-type: none"> <li>To make up my own rules and versions of activities. To respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression.</li> <li>To begin to compare my movements and skills with those of others. To select and link movements together to fit a theme.</li> <li>To explore and describe different movements.</li> </ul>					
<b>Science</b>	<b>Uses of Materials</b> <ol style="list-style-type: none"> <li>Sort everyday materials according to what they are made from. Can they be changed?</li> <li>Explain why different materials were chosen to make certain objects in the local environment</li> <li>Test the properties of materials</li> <li>Plan an investigation into which materials can successfully cushion objects</li> <li>Carry out an investigation into which materials can successfully cushion objects</li> <li>Explain which materials were most effective in cushioning the object and to describe their characteristics</li> </ol>						<b>Living things and their habitats</b> <ol style="list-style-type: none"> <li>Categorise animals in micro-habitat</li> <li>Identify the animals and plants found in a local micro-habitat</li> <li>Gather data on invertebrates in the locality</li> <li>Describe how creatures are adapted to their habitats</li> <li>Lesson 5-Sequence a food chain</li> <li>Lesson 6-Describe a food chain</li> </ol>					
<b>Art</b>							<b>Clay animals/ habitats</b> (decide on an animal to focus on and begin with observational drawings, leading to plans and then begin to experiment and work with clay towards a finished high quality product. <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>To use a range of materials creatively to design and make products;</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>					

	Spring 1						Spring 2							
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DT	<p><b>Flying and gliding</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate a <i>paper plane</i> that will sustain flight/ travel the furthest (challenge: how long);</li> <li>Design, make and evaluate a parachute and protection that will protect an egg when dropped from height.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>													
History	<p><b>The First Flight</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Sequence important events in the lives of the Wright Brothers</li> <li>Place pictures of aeroplanes in order from oldest to newest and explain why</li> <li>Explain why the first powered flight was so important</li> </ol>													
RE			<p><b><u>Believing: What do Jewish people believe about God, creation, humanity, and the natural world?</u></b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Listen to other people’s ideas about God and say what I think</li> <li>Recall the creation story from the Torah and Old Testament</li> <li>Explain what Shabbat is and why it is important</li> </ol>								<p><b><u>What is it like to belong to the Christian religion?</u></b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Describe what belonging means to different people</li> <li>Describe how church is a place some people feel that they belong</li> </ol>			

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Geography</b>							<p><b><u>Animals Around the World</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Identify seven continents and five oceans on an atlas and globe</li> <li>2. Describe the annual journey of humpback whales</li> <li>3. Investigate features of each of the seven continents</li> <li>4. Create a fact file for one of the seven continents</li> </ol>					
<b>Computing</b>			<p><b>2.4 Questioning</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>							<p><b>2.5 Effective Searching</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school.</li> </ul>		
<b>Music</b>	<p><b>Number</b></p> <p>Musical Focus: Beat</p> <p>The children explore steady rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						<p><b>Animals</b></p> <p>Musical Focus: Pitch</p> <p>The children link animal movements with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					



	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<b>Visit to Newark Castle</b> <b>Aspirations</b> Who is responsible for the upkeep of Newark Castle stone masons, grounds people etc., (input during visit).  <b>Cultural Diversity</b> (what was it like to be a Saxon under Norman rule). Links to belonging- how would you feel seeing the castle going up with a drawbridge in your town. You can't go in without permission, and are told what to do (links to Saxon "Moots" debates to decide things and British Values- democracy.)					<b>Visit to a synagogue (focus on stories with key characters e.g. Joseph, Jonah, Noah).</b>  <b>Cultural Diversity:</b> visit to a synagogue how can we believe different things and still be friends. Revisit memories and photographs of earlier visit to a Christian place of worship. Shared beliefs and British values (tolerance). Looking at the things we share in common e.g. special things linked to the Torah. Discuss sharing of key stories in Christianity and Judaism.  The United Kingdom: (links to cultural diversity- the UK and beyond, where do our families and friends come from as a way of providing context to learning about the human and physical geography of the UK-what is it like there? How far is it from London, Edinburgh, Cardiff, Belfast? Is it in Scotland, Wales, England?)						
<b>PE</b> <b>Real PE</b>	<b>Unit 5 – Applying Physical</b> <b>Skills – Coordination: Sending and Receiving and Agility: Reaction/Response</b> <ul style="list-style-type: none"> <li>To perform and repeat longer sequences with clear shapes and controlled movement. To select and apply a range of skills with good control and consistency.</li> <li>To perform a range of skills with some control and consistency. To perform a sequence of movements with some changes in level, direction or speed.</li> <li>To perform a single skill or movement with some control. To perform a small range of skills and line two movements together.</li> </ul>					<b>Unit 6 – Health and Fitness</b> <b>Skills – Agility: Ball Chasing and Static Balance: Floor Work</b> <ul style="list-style-type: none"> <li>To describe how and why my body feels during and after exercise. To explain why we need to warm up and cool down.</li> <li>To say how my body feels before, during and after exercise. To use equipment appropriately and move and land safely.</li> <li>To be aware of why exercise is important for good health.</li> </ul>						
<b>Science</b>	<b>Plants Learning Journey</b> <ol style="list-style-type: none"> <li>Predict what will happen when a seed germinates</li> <li>Gather information about a seedling</li> <li>Recognise different forms of seed dispersal</li> <li>Describe the conditions in which plants grow</li> <li>Investigate how temperature affects germination</li> <li>Gather and record information about germination rates</li> <li>Draw conclusions about what conditions are needed for seeds to germinate</li> </ol>					<b>Seasonal Changes</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Measure temperature using a thermometer</li> <li>Measure and record temperature at different times of day and make predictions</li> <li>Explore shadows</li> <li>Investigate shadow length throughout the day</li> <li>Observe how day length changes over the year</li> </ol>						
<b>Art</b>						<b>Stain glass Windows illustrating stories from the Old Testament (See RE link)</b> <b>Aims:</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products;</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>			<b>Shadows and Silhouettes</b> <b>Aims:</b> <ul style="list-style-type: none"> <li>Introduce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products;</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>			

	<b>Summer 1</b>					<b>Summer 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>DT</b>	<b>Build a model of the gate house at Newark Castle with working drawbridge.</b>  <b>Design</b> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria;</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable;</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>											
<b>History</b>	<b>Why was Newark Castle built and what was it for?</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Name 3 people who wanted to be King in 1066 and give a reason why each one thought they should be</li> <li>Describe how William became King in 1066</li> <li>Describe what a motte and bailey castle is and explain why they were built</li> <li>Identify parts of Newark Castle that are Norman and say why it was built on this site</li> <li>Consider changes that have happened from the time the castle was built up to today</li> </ol>											
<b>RE</b>						<b>Jewish and Christian Stories: How and why some stories are important in religion/ What can we learn from them and from the Torah?</b> <ol style="list-style-type: none"> <li>Decide whether the Good Samaritan followed the "Golden Rule"</li> <li>Investigate the story of Rebecca</li> <li>Investigate what the story of Joseph teaches about forgiveness</li> <li>Describe the characters of different people from the Old and New Testament</li> </ol>						
<b>Geography</b>						<b>The United Kingdom</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>locate London in the United Kingdom and identify key features</li> <li>locate Scotland and Edinburgh in the United Kingdom and describe some human and physical features</li> <li>locate Belfast and Northern Ireland in the United Kingdom and describe some human and physical features</li> <li>locate Cardiff and Wales in the United Kingdom</li> </ol>						

											Kingdom and describe some human and physical features		
	<b>Summer 1</b>						<b>Summer 2</b>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<b>Computing</b>	<b>2.6 Creating Pictures</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>		<b>2.7 Making Music</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>		<b>2.8 Presenting Ideas</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>								
<b>Music</b>							<p><b>Seasons</b></p> <p><b>Musical Focus: Pitch,</b></p> <p>The children develop their understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p><b>Weather</b></p> <p><b>Musical Focus: Exploring Sounds</b></p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						

