

CLASS 2 CYCLE C (2016 – 2017)

| | | Autumn – Northern Life (S) | Spring – Around the world in 80 days 'Jules Vern' | Love Food Project |
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| Reading | Word reading | NC Appendix 1 (NC p 43) | | |
| | Comprehension | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books (NC p 43) | | |
| Writing | Transcription | Spelling programme (NC Appendix 1) | | |
| | Composition | Writing focusing on audience, purpose and form (NC p 47/48) | | |
| | VGP | NC Appendix 2 | | |
| Speaking and Listening | | 12 Statutory statements (NC p 17) | | |
| Maths | | Abacus Mathematics Planning Scheme (Years 3- 6) | | |
| Science | | Earth and Space Living things and their habitats | Forces | Animals, including humans Properties and changes of materials |
| | | Working Scientifically – on going across the year | | |
| Computing | | Computer Science - use logical reasoning to explain how some simple algorithms work IT -select, use and combine software on a range of digital devices - Digital Literacy - appreciate how search results are ranked | Computer Science - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms IT - use and combine software Digital Literacy - be discerning in evaluating digital content and conditions | Computer Science -work with variables IT -combine a variety of software to accomplish given goals, analyse and evaluate data, design system Digital Literacy -understand the opportunities computer networks offer for collaboration |
| History | | Viking and Anglo Saxon struggles for power –How vicious were the Vikings? | | Non-European Society (e.g. Maya, Siberia!) – Who was making history in faraway places? |
| Geography | | Locational Knowledge - position and significance of lines of longitude and latitude and time zones | Locational Knowledge - locate world countries | Human and physical geography - trade links, natural resources including energy, food, minerals & water |
| | | Geographical skills and fieldwork – on going across the year | | |
| D.T. | | Textiles - investigate and make an item of Viking clothing or design a Viking tapestry | | Cooking and nutrition– Mexican food |
| Art and Design | | Painting & Printing – ArtMoves Project based at Bowlees Centre. Sculpture – Viking helmet | | Artists – Arcimboldo Drawing & Collage |
| | | Create sketchbooks to record observations | | |
| Music | | Ensemble percussion: rhythms combined/structured using plant/space words, Descriptive percussion ensemble: improvisation – compositions: space music sequences – recorded using graphic score | African drumming, songs/dances world music Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales | Samba band / street music,ensemble structures, carnival Jazz and blues: tuned instrument ensembles – improvisations – compositions/structures using jazz scales |
| | | Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service) | | |
| MFL | | On our way to School (QCA Unit 15) <i>Counting up to 100</i> <i>Reinforce transport</i> <i>Giving directions</i> <i>How to spell – the alphabet</i> | The Planets (QCA Unit 18) <i>Reinforce alphabet</i> <i>Describing colour/size and temperature</i> <i>Describing position</i> <i>Using intensifiers for opinions</i> <i>Giving reasons for opinions</i> | Beach Scene (QCA Unit 16) <i>Reinforce describing colour and size</i> <i>Compare colours and sizes</i> <i>Describing what people are doing using the 3rd person of the present tense</i> |
| P.E. | | Swimming Games & Gymnastics | Dance & Gymnastics Games & Gymnastics | Games & Dance Athletics |

Additional information relating to Computing

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| R.E. | <p>What do Sikhs believe and how are these beliefs expressed? What are the themes of Christmas?</p> | <p>What do we know about the Bible and why is it important to Christians? Why is the Last Supper so important to Christians?</p> | <p>What can we learn about Christian faith through studying the lives of northern saints? Why should people with religious faith care about the environment?</p> |
| <p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</p> | | | |
| Computing | <p>Computer Science - Use logical reasoning to explain how some simple algorithms work. Use Flowol or Go to control an on-screen simulation. Using a control box use this to control their DT Moonbuggy Model</p> <p>IT -Select, use and combine software on a range of digital devices - Produce a storyboard and animation about the solar system. Evaluate. Use Video software (Photostory, imovieetc) to create a short documentary about the 1969 Moon Landings</p> <p>Digital Literacy - SWGFL – Digital Citizenship Pledge (Start of year – online rules) , You’ve Won a Prize Appreciate how search results are ranked Use the TASK test so that children search for a website a planet , and can explain why they have chosen it. (Title, Author, Summary, (K)Child Friendly) SWGFL How to Cite a Site. Use this to produce an information sheet about the planet</p> | <p>Computer Science - Solve problems by decomposing them into smaller parts, Use selection. Use logical reasoning to detect and correct errors in algorithms. Create simple repeating pattern (spirograph) by using nested loops (Scratch Logo/Textease turtle), Solve problems by using loops e.g. Cargobot App, create game using loops e.g. whack a witch. Use the “Peter Packet” activity to start to understand how data flows around the world. (warning – includes reference to AIDS)</p> <p>IT -Use and combine software Use GPS/QR codes to plot a journey around the school site to make, then follow a maths trail. Search a database (eg national rail) to plan a journey</p> <p>Digital Literacy- Be discerning in evaluating digital content and conditions. SWGFL strong Passwords. Work with a class from another area of the world to produce a blog on their school day. Use Skype to discuss progress</p> | <p>Computer Science - Work with variables Create a simple game in Kodu with a basic scoring system</p> <p>IT - Combine a variety of software to accomplish given goals, I analyse and evaluate data, design system. Create and use spreadsheet to calculate food miles for a meal. Create a poster/website to advertise their athletes meal along with explanatory text. Use image editing software to enhance their pictures.</p> <p>Digital Literacy- SWGFL – Picture perfect – linked to enhancing pictures of food.</p> <p>Understand the opportunities computer networks offer for collaboration Create class wiki or blog explaining the design of their healthy meal</p> |