Federation Vision: Nurturing a caring community, in which every child learns well.

Curriculum Drivers

Aspiration: *Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.*
Promote self-efficacy - which is an individual's belief in his or her innate ability to achieve goals.

Citizenship: *Enable children to make their own decisions and to take responsibility for their own lives and communities.*
Develop children's understanding of their communities from the local (Sheffield) to the national (British) and finally to the global (World).

Holt House Long Term Planning

Year Group: 2 Term: Autumn 1

Project Title: Staying Alive

Stimulus: Sheffield Uni

Project end: Healthy Sandwich

Art and Design

- To learn about the work of a range of artists using self-portraits (Picasso)
- To develop a wide range of art and design techniques in using shape, form and space to make self-portrait

Cooking and Nutrition

- Use the basic principles of a healthy diet to prepare dishes
- Select from an use a wide range of ingredients to prepare sandwiches
- Understand where food comes from (visit to Allotments)

Science

- *asking simple questions and recognising that they can be answered in different ways*
- *observing closely, using simple equipment*
- *performing simple tests*
- *identifying and classifying*
- *using their observations and ideas to suggest answers to questions*
- *gathering and recording data to help in answering questions.*

Animals, including humans
Pupils should be taught to:
- notice that animals, including humans, have offspring which grow into adults (SRE)
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Aspiration: Marie Curie

History

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (when it was Crimea War (1856, Modern Day Hospital)

Why Florence Nightingale is famous and how the work of Florence Nightingale contributed to national and international achievements.

Stimulus: Sheffield University Department of Nursing

Design and Technology

Design:
- A purposeful, functional, appealing, healthy sandwich
- Generate, develop and communicate their ideas through drawing

Make:
- Select from and use a range of tools and equipment to cut bread, vegetables etc
- Select from and use a wide range of ingredient to make a healthy sandwich, deciding on type of bread and filling using knowledge of healthy food

Evaluate:
- Explore and evaluate a range of pre made sandwiches from local supermarkets
- Evaluate their ideas and products against design criteria

Stimulus: Forge Bakehouse (aspiration)

Maths and English woven through non-core subjects

- Writing instructions for making a sandwich.
- Maths: collecting data – favourite bread, coins to work out how to pay, weighing ingredients for bread.
- Reading about Florence Nightingale. Information books about Healthy Eating and diet.

P.E (discrete subject)

- To master basic movements developing balance and co-ordination throwing and catching.
- To develop basic movements of swimming or To master basic movements developing balance and co-ordination and apply these in gymnastics.

Music (discrete subject)

Pupils should be taught skills related to:

Singing, learning to play instruments, listening, composing and performing.

See also music scheme.

Computing (discrete subject)

Use technology purposefully to log on to Purplemash.

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions using 2go on the computer.

Religious Education (discrete subject)

Unit: Myself

PHSE (discrete Subject)

New Beginnings
Sex and Relationships education
Drugs, Medicines and Road safety

Art and Design	Science	History	Design and Technology
• Learn about a range of artists, craft makers and designers • Understand some of the influences of artists, craft makers and designers (GD) • Experiment with the visual elements of line, shape, pattern and colour with care and detail • Use different types of pastel	• Asking simple questions and recognising that they can be answered in different ways eg why did it…? Will it…? Where does it…? • Use the appropriate Y2 language structure (see Tower Hamlets resource) to answer questions using their observations and ideas. • Use books, ICT, visitors, photos to answer questions • Use their observations to help them answer questions • Use some scientific words to describe what has been seen/measured • Performing simple tests eg with support construct a fair test to find out the conditions for growth • Suggest how to find things out • Give a simple reason for their answer eg the plant died because it wasn't watered. • Talk about what they have found out and how they found it out using the language of hypothesis for Y2	• now where the people and events studied fit within a chronological framework by being able to construct a simple timeline • Know where the people and events studied fit within a chronological framework by being able to construct and/or annotate a timeline (GD) • Use a wide vocabulary of everyday historical terms such as past, present, then, now, • Be able to refer to different times eg Victorian times (GD) • Develop an awareness of the past by talking about changes in national life • Develop an awareness of the past by talking about changes in national life and their impact (GD) • Identify similarities, differences, cause and consequence between ways of life within different periods (GD) • Ask and answer questions • Choose and use parts of stories and a range of sources to show that they know and understand key features of events • Understand some of the ways in which we find out about the past • Identify different ways in which the past is represented	• Based on criteria, design purposeful, functional and appealing product for themselves or others • Generate and communicate their ideas through talking, drawing, templates • Based on criteria, design a product which is fit for purpose for themselves or others (GD) • Generate and develop ideas through putting together a step by step plan (GD) • Explore and evaluate a range of existing projects • Evaluate their ideas and products against design criteria • Investigate and analyse a range of existing projects (GD) • Evaluate their ideas and products against design criteria and consider the views of others (GD)
Cooking and Nutrition	**Computing**	**P.E**	**Music**
• Select from and use a wide range of ingredients to prepare dishes • Use the basic principles of a healthy and varied diet to prepare dishes • Understand we can grow fruit and vegetables (spinach, apples), know about processed food eg chips are potato, potatoes grow in the ground. • Select from, prepare and use a wide range of ingredients to prepare healthy dishes • Know about foods which are grown in this country and others	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions • Use the terms algorithm, program, debug • Create and debug simple programs using espresso coding Y2, beebots Use logical reasoning to predict the behaviour of simple programs such as using beebots to go from A to B with a growing complexity of route (5+ commands) or an on screen programme such as 2code.		• Sing in tune and with expression (identifying sounds getting higher and lower) • Play untuned and tuned percussion and make it louder and softer/longer or shorter/quicker or slower in response to symbols

	Create, organise, store, manipulate and retrieve digital content, using this in other subjects to the level demanded by that subject for different abilities: • Load programs independently • Save and retrieve work independently		