

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 Infant School Long Term Planning

Year Group: 2 Term: Spring

Project Title: Home and Away

Stimulus: Visit to Sheffield City Centre and Asian Restaurant.

Project end: Celebration Afternoon for parents.

Art and Design

Pupils should be taught:
To use a range of materials to design and make products by making a tea cup.
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- ### Cooking and Nutrition
- Use the basic principles of a healthy diet to prepare dishes
 - Select from and use a wide range of ingredients to prepare dishes from Pakistan.
 - Understand where food comes from
 - Visit to Asian restaurant

Religious Education (discrete subject)

Unit: Sign and Symbols: In what ways are churches and mosques important to believers?
Easter – why is this important for Christians?

- ### P.E (discrete subject)
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 - participate in team games, developing simple tactics for attacking and defending
 - perform dances using simple movement patterns

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.

Living things and their habitats
Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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
- life cycle of an animal
- Study of key individual- Jane Goodall

Geography

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Pakistan)

Locational knowledge

- name and locate the world's seven continents and five oceans

Human and physical geography
The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

- use basic geographical vocabulary to refer to:
- key physical features eg: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features eg: city, factory, farm, house, office, and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Maths and English woven through non-core subjects

Reading: poetry books from around the world, stories from other countries, information books about different countries and religions. Meerkat Mail and Snail and a Whale as inspiration

Writing: Recount of trip, writing instructions for cooking food.

Speaking and Listening: ordering food in a Restaurant, presenting information to parents in the hall.

Maths: comparing temperatures at different points in the year from England and Pakistan.

History

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Grandparents to visit and talk about changes since they have moved to England).

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)

Pupils should be taught:
To use technology safely and respectfully keeping personal information private by logging on to Purplemash.

To use technology purposefully to create, organise, store, manipulate and retrieve digital content using 2email.

Recognise common uses of information technology beyond school.

Design and Technology

Designing and making an Easter card with a slider.

PHSE (discrete Subject)

Relationships: Going for Goals & Getting on and Falling out

Malala Yousafzau: Education for women

