

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: Summer

Project Title: Seaside Rescue

Stimulus: Visit to Withernsea.
In school session about The Titanic
Project end: Documentary about what they have learnt.

Art and Design

Pupils should be taught:
To know about the work of a range of designers looking at the work of Andy Goldsworthy (sculpture on the beach).

To know about the work of a range of artists through paintings of sea landscapes (Van Gogh and Lowry)

Father's Day – Kandinsky Pictures

Design and Technology

Design and make a sail boat (wood) with an anchor

When designing and making, pupils should be taught to:

Design

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment (shape by bending, joining using glue and finishing).
- select from and use a wide range of materials and components.

Evaluate

- evaluate their ideas and products against design criteria

Technical knowledge
build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers], in their products.

Geography

Locational knowledge

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

Human and physical geography

- use basic geographical vocabulary to refer to:
- key physical features eg: beach, cliff, coast, sea, ocean
- key human features eg: town, port, harbour

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

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]

Boats: The Titanic
Grace Darling and the work of the RNLI
Look at how holidays changed related to travel looking at Victorians and 1950s.
Explorers: Christopher Columbus / Captain James Cook

Maths and English woven through non-core subjects

Reading: poetry books about the sea, stories set at the sea, information books about seas, oceans, Grace Darling, The Titanic, changes in history.

Writing: report about The Titanic, Diary writing

Speaking and Listening: presenting for documentary

Maths: timing boat race from D.T and comparing results, timelines

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

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 2animate on purplemash to create, organise, store, manipulate and retrieve digital content to create a boat travelling towards a lighthouse.

Recognise uses of ICT at home and on trips (e.g. speed cameras, mobile phone) – (Common uses).

Religious Education (discrete subject)

Leaders and praying

PHSE (discrete Subject)

Keep Self and others safe.

Good to be me & Looking at changes

