Curriculum Plan Year B

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| **Year B** | **Autumn Term:**  **Let's Explore** | | **Spring Term:**  **Let's Experiment** | | **Summer Term:**  **Let's Remember** | |
| **English** | **Text 1**:  **The train ride**  Fiction / rhyme  Link – geography/music/art  **Text 2**: **Fatou fetch the water** Fiction  Link – geography/music | **Text 3**:  **Sam’s Sunflower**  Non fiction  Link - science/art  **Text 4: Boa’s Bad Birthday**  Fiction/geography  Link – science/geography | **Text 1:**  **What happens when?** Fiction  Link - science  **Text 2**:  **Now you know science**  Non fiction  Link - science | **Text 3:**  **Stuck**  fiction  Link – DT/Science  **Text 4**:  **The Slime Book: All you need to know to make the perfect slime.**  Non fiction  Link – science/DT | **Text 1:**  **Amelia Earhart Little people, big dreams**  non fiction  link – history/music  **Text 2**:  **Ellsworth Extraordinary Electric Ears**  Link – DT/Science/history  Fiction  Link - history | **Text 3:**  **Creature Features**  Non fiction  Link – science  **Text 4:**  **I love bugs**  Poetry  Link - science |
| **Maths**  White Rose  Reception  Year One  Year Two | Reception :  Place Value – numbers to 5  Addition and subtraction – sorting  Place Value – comparing groups  Addition and subtraction – Change within 5  Measurement - time  Year One:  Place Value within 10  Addition and subtraction within 10  Geometry - Shape  Place Value within 20  Year Two:  Place Value  Addition and subtraction  Measurement – money  Multiplication and division  **See Calculation Policy for Vocab and detail.** | | Reception:  Addition and subtraction – numbers to 5  Place Value – numbers to 10  Addition and subtraction – Addition to 10  Geometry – Shape and space  Year One:  Addition and Subtraction within 20  Place Value within 50  Measurement - Length and height  Measurement – weight and volume  Year Two:  Multiplication and division  Statistics  Geometry – Properties of shape  Number – fractions  Measurement – length and height  **See Calculation Policy for Vocab and detail.** | | Reception:  Geometry – exploring patterns  Addition and subtraction – count on and back  Place Value – Numbers to 20  Multiplication and division – Numerical patterns  Measurement - measure  Year One:  Multiplication and division  Fractions  Geometry – Position and direction  Place Value within 100  Measurement – money  Measurement – time  Year Two:  Geometry – position and direction  Problem solving and efficient methods  Measurement – time  Measurement – mass, capacity and temperature  Investigations  **See Calculation Policy for Vocab and detail.** | |
| **Science** | **Living things and their Habitats**  Questioning – What do all living things do? Questions about local environment.  Sorting and classifying (animals and minibeasts) seen on walks  Observe and record –numbers of different living things on walks. ( Tally) Living and dead and things that have never been alive.  Collect data – tally charts of animals in habitats and micro habitats  Obtain and present evidence - using hand lenses , simple tables using info collected.  Evaluate – compare data from tables – most common minibeast/living creatures found  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable, question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  habitat, living, dead, food chain, hot, warm, cold, dry,  damp,wet, bright, shade, dark, conditions | **Plants**  Questioning – How do plants grow? Is a deciduous tree dead in winter?  Sorting and classifying – plant types/ trees. Parts of a plant and a tree.  Observe and record – drawing of different leaves/ trees  Plants and their habitats  Photograph to record. growth of plants accurately over time.  Collect data -– measurement of plants as they grow.  Obtain and present evidence- simple bar chart to collate growth over time. Use hand lenses to identify plants/ trees.  Evaluate- test to see the conditions that plants need to grow – light/ dark wet/dry/,temperature  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  Wild, deciduous, evergreen, trunk, branches, leaf, root, bud, petal, stem, fruit, vegetable, bulb, seed, temperature, water, light, healthy, germination, reproduction, nutrients, soil, pollination | **Materials**  Questioning – ask about everyday materials. What is the same/what is different?  Sorting and classifying – sort materials into categories according to physical properties.  Observe and record – what material is best for …  Collect data - how often is plastic used How often is metal used etc – tally chart  Obtain and present evidence – bar chart  Evaluate – most common material.  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe Topic specific:**  Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, brick paper, elastic ,foil  paper, cardboard, squashing, bending, twisting, stretching,, | **Uses of everyday materials**  Questioning  Sorting and classifying  Observe and record – compare uses of everyday materials.  Collect data –  Test for waterproof materials  Test how shapes of solid objects are changed by squashing, bending, twisting and stretching.  Obtain and present evidence – bar charts of findings.  Evaluate - what material is most used and why. Which material is waterproof.  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, brick paper, elastic ,foil  paper, cardboard, squashing, bending, twisting, stretching | **Humans**  Questioning - What do humans need to keep healthy. Why do we need to exercise?  Good hygiene and why.  Sorting and classifying  Observe and record – identify ,name and draw the basic parts of the human body and say which is associated with each sense.  Collect data – photographs of themselves as they have grown.  Obtain and present evidence  Timelines of human growth from baby to adult.  – construct simple food chains.  Evaluate-  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  Senses, tongue, taste, nose, smell, eyes, vision. Skin, touch, ears, hearing, adult, infant, offspring | **Animals**  Questioning –Animals growth and change over time – time line  What do animals need to survive? Basic needs for survival.  Sorting and classifying animals  Observe and record – groups of animals  Collect data- how animals change over time.  Obtain and present evidence – Pictures of animals at different stages.  construct simple food chains.  Evaluate  **Vocab**  **Working scientifically/**  **Transferrable words:**  **suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  Fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, offspring, nutrition |
| **D&T** | Design, make, evaluate and technical knowledge  Make a model of something in the locality with an opening part e.g the church with a double door that opens.  Cooking- soup out of vegetables grown and herbs from the garden. Making bread  **Vocab :**  **D.T design evaluate and make transferrable words:**  design, technology, materials, plan, equipment,  information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.  **Specific Vocab**  Hinge, lever, open, close, shut, carbohydrates, fat, protein ,ingredients, taste, flavour, nutrients, balanced, healthy, unhealthy | | Design, make, evaluate and technical knowledge  Structures = rain/wind turbines  Textiles = waterproof materials  Design and make a rain catcher or wind turbine.  Test a variety of materials to see if they are waterproof.  **Vocab :**  **D.T design evaluate and make transferrable words:**  design, technology, materials, plan, equipment,  information, test, construct, tools, label, improve, change ( modify), cut, stick, create , operate, measure, join, form, stable, unstable purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.  **Specific Vocab**  Hinge, lever, open, close, shut, waterproof, turbine, | | Mechanisms = cup and string telephones/ flip page kinescopes  Electrical and mechanical components – make a simple light circuit.  Design, make, evaluate and technical knowledge  Food Technology - where food comes from ( Farm to fork)  Design a healthy and varied diet for a week’s menu  What do humans need to keep healthy?  **Vocab :**  **D.T design evaluate and make transferrable words:**  design, technology, materials, plan, equipment,  information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.  **Specific Vocab**  Hinge, lever, open, close, shut, electric, circuit, bulb, wire, battery, carbohydrates, fat, protein ,ingredients, taste, flavour, nutrients, balanced, healthy, unhealthy | |
| **Art** | **Drawing Skills:**  **Locality and portraits**  Pencil drawings of features in the locality ( HB – 4B)  Drawings of animals/ habitats/ plants with a variety of charcoal, wax crayons, pastels, coloured pencils.  Painting – colour mixing and using water colours.  Mixed media drawings – e.g charcoal and water colours  Self-portraits using a variety of media.  Artist- **Brugel** - landscapes  **Vocab :**  **Transferrable words:**  **sketch, line, smudge, colour, mix, tint, texture, mould, form, print, thick, thin** | | **Painting and Printing:**  Experimenting with media and tools  Experiment with mark making – sponge printing, printing with different materials  Mixing paint – creating space with creating thin and thick paint and different colours  Yr 2 – mixing using power paints.  Printing textiles – linked to DT/Science – printing weather symbols on squares of fabric.  Artist - Link to history - **William Caxton** (printing – study linked to history)  **Vocab :**  **Transferrable words:**  **sketch, line, smudge, colour, mix, tint, texture, mould, form, print, thick, thin** | | **Sculpture:**  Clay tiles ( link to bugs and minibeasts)  Visit from local clay artist  Art’s Week – mod roc sculptures of animals – link to science  Artist – Jeff Koons  **Vocab :**  **Transferrable words:**  **sketch, line, smudge, colour, mix, tint, texture, mould, form, print, thick, thin** | |
| **Computing** | Year 1 and 2:     1. ESafety 2. Digital Literacy   **Vocab:**  **Transferrable words:**  **safe, on, off, use, save, print,**  **Specific Vocab:**  **password, username, log on, log off, programme, type, powerpoint** | | Year 1:   1. E.safety, coding ( scratch Jnr) 2. Coding, digital literacy ( using a computer)   Year 2:   1. e.safety, coding with Beebots 2. Digital literacy (bug hunters)   **Vocab:**  **Transferrable words:**  **safe, on, off, use, save, print,**  **Specific Vocab:**  **password, username, log on, log off, programme, type, powerpoint** | | Year 1:   1. ESafety, digital literacy – potty painters 2. Coding Scratch Jnr   Year 2:   1. e.saftey, coding scratch Jnr 2. Coding scratch Jnr, digital literacy using a computer   **Vocab:**  **Transferrable words:**  **safe, on, off, use, save, print,**  **Specific Vocab:**  **password, username, log on, log off, programme, type, powerpoint** | |
| **History** | Changes in Living Memory ( year start):   * Who am I and where do I live. How have I changed. Timeline of my development/life. * Changes in the locality that I can remember – grandparents visit and how life has changed for them. * Significant people and places in the locality – Sir Walter Raleigh ( potatoes link to plants) Walter Raleigh statue/ Hayes Barton/ history of Drake’s school/church/memorial   **Vocab:**  **Transferrable words:**  past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different  **Specific vocab:**  Timeline, statue, history | | Lives of significant historical figures:  Study/factfiles on:  Charles Macintosh ( waterproof fabric)  James Blyth ( wind turbines)  William Caxton printing  Timelines of inventions  **Vocab:**  **Transferrable words:**  past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different  **Specific vocab**  Timeline, history, famous, inventors, scientists | | Events beyond living memory:  Study/fact files on :  Bell/ Eddison – telephone/film/ kinescope ( famous people)  Timelines  Significant historical events :  Olympics – link to famous achievers  **Vocab:**  **Transferrable words:**  past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different  **Specific vocab**  Timeline, history, historical, famous | |
| **Geography** | * **Weather Patterns 1 seasons** * **The UK** * **Locational knowledge, skills and vocabulary** * **Study of a small area of the Uk ( East Budleigh) and of a contrasting non European country ( A village in The Gambia)**   **Vocab:**  **Transferrable words:**  weather, wind, rain, sun, temperature, direction, symbol, location, area  **Specific Vocab:**  UK, world , locality, country, town, city, village, road, beach, cliff, coast, river, soil, season, factory, farm, port, harbour, shop, north, south, east, west, compass, | | * Weather Patterns 2 – keeping a record, measuring rainfall and temperature. * Oceans and continents   **Vocab:**  **Transferrable words:**  weather, wind, rain, sun, temperature, direction, symbol, location, area  **Specific Vocab:**  UK, world , locality, country, town, city, village, road, beach, cliff, coast, river, soil, season, factory, farm, port, harbour, shop, north, south, east, west, compass,  Ocean, continent | | * Weather Patterns 3 – seasons and collecting data/comparisons.   **Vocab:**  **Transferrable words:**  weather, wind, rain, sun, temperature, direction, symbol, location, area  **Specific Vocab:**  UK, world , locality, country, town, city, village, road, beach, cliff, coast, river, soil, season, factory, farm, port, harbour, shop, north, south, east, west, compass, ocean, continent  Season, spring, Summer, Autumn, Winter, Year, month, week ,day | |
| **Music** | Singing  Playing -tuned and untuned instruments  Improvising and composing – using percussion  Notation - pictures  Listening- different styles of music from around the world ( inc African drumming)  **Vocab:**  **Transferrable words:**  beat loud quiet fast slow high low listen play  **Specific Vocab**  Song, instrument, compose notation, flute, trumpet, drum, guitar, piano, violin, xylophone, cabasa, rainstick, maraca, castanet, recorder, scraper, hand chime, | | Singing  Playing -tuned and untuned instruments  Improvising and composing – using materials/ objects  Notation - patterns  Listening – materials and their sounds  **Vocab:**  **Transferrable words:**  beat loud quiet fast slow high low listen play  **Specific Vocab**  Song, instrument, compose notation, flute, trumpet, drum, guitar, piano, violin, xylophone, cabasa, rainstick, maraca, castanet, recorder, scraper, hand chime, | | Singing  Playing -tuned and untuned instruments ( ins pack)  Improvising and composing – tuned instruments  Notation - symbols  Listening – weather sounds/ animal sounds  History –famous composers timeline;  Vivaldi’s four seasons  The Carnival of the Animals – Saint Saens  **Vocab:**  **Transferrable words:**  beat loud quiet fast slow high low listen play  **Specific Vocab**  Song, instrument, compose notation, flute, trumpet, drum, guitar, piano, violin, xylophone, cabasa, rainstick, maraca, castanet, recorder, scraper, hand chime, | |
| **PE** | Athletics  Dance  **Vocab:**  Run, jump, throw, catch, balance, attack, defend, | | Gym  Athletics  **Vocab:**  Run, jump, throw, catch, balance, attack, defend, | | Athletics  Games  **Vocab:**  Run, jump, throw, catch, balance, attack, defend, | |
| **RE**  Devon and Torbay RE Syllabus | Creation – Who made the world?  What does it mean to belong to a faith community?  **Vocab:**  **Transferrable words:**  believe, celebration, belong, symbol, artefact, care, peace, community, reflect  **Specific Vocab**  Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship, faith, forgive, Saviour, Christian, blessing, | | God – what do Christians believe God is like?  Who is Jewish and how do they live? Part one  **Vocab:**  **Transferrable words:**  believe, celebration, belong, symbol, artefact, care, peace, community, reflect  **Specific Vocab**  Jesus, God, church, father, spirit, creation, priest, parable prayer, worship, baptism, Jewish, Judasim, Torah, repent, forgive, Saviour, Christian, blessing, | | Who is Jewish and how do they live? Part Two  How should we care for the world and for others and why does it matter?  **Vocab:**  **Transferrable words:**  believe, celebration, belong, symbol, artefact, care, peace, community, reflect  **Specific Vocab**  Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship, baptism, Jewish, Judasim, Torah, repent, forgive, Saviour, Christian, blessing, | |
| Jigsaw (PSHE)  **Vocab identified on weekly planning** | Being me in my world | Celebrating difference | Dreams and goals | Healthy Me | Relationships | Changing me |
| **Visits and trips** | Walks in the locality – village and river walk | Escot visit – living things and their habitats/plants | Whizz Bang Pop Science – visit to school |  | Warburtons cooking – visit to school | Chris the animal man – visit to school |