

SHOLING INFANT SCHOOL

Foundation Subject – Topic Curriculum Content



HOW WAS LIFE DIFFERENT IN VICTORIAN TIMES?

SCIENCE

S2.1.3 Gather and record data to help in answering questions.

S2.1.5 Perform simple tests

S2.3.3 Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

RE (Assessment focus)

RE2.5.1 They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

HISTORY

H2.1.4 Understand some of the ways in which we find out about the past and identify different ways in which it is represented eg different perspectives in newspapers and reports . (*Titanic*)

H2.3.1 Understand 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 (*Flight Neil Armstrong, Amy Johnson, The Wright brothers*)

DESIGN & TECHNOLOGY

DT2.1.4 Identify a purpose for what they intend to design and make.

DT2.3.1 Select tools and materials; use correct vocabulary to name and describe them.

DT2.3.2 With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.

DT2.3.3 Start to assemble, join and combine materials in order to make a product.

DT2.3.4 Start to choose and use appropriate finishing techniques based on own ideas.

DT2.5.1 Look at a range of existing products explain what they like and dislike about products and why.

DT2.6.1 Evaluate their work against their design criteria.

DT2.6.2 Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them

DT2.7.1 Build structures, exploring how they can be made stronger, stiffer and more stable.

DT2.8.1 Explore and use mechanisms wheels and axles, in their products.

COMPUTING

C2.4.1 Create, organise, store, manipulate and retrieve digital content

- Pictures (2paint, picasa)
- Posters / Leaflets (2publish, MS Publisher)
- Documents (2publish, MS Word, Google Docs)
- Graphs (2Graph, MS Excel, Google Spreadsheet)
- Storyboards (2create a story, Comic Life)
- Presentations (MS PowerPoint/ Google presentation/ Picasa / Moviemaker)

MUSIC

M2.5.1 Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.

M2.8.1a Vary and select a dynamic with playing tuned and untuned instruments.

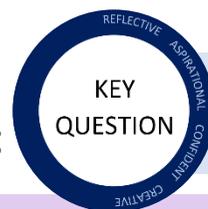
M2.11.1 Exploring long and short sounds on instruments, selecting them for a purpose.

QUESTION IDEAS:

- How do we find out about the past?
- How has travel changed between then and now?
- Are we are healthier than the Victorians?
- What new inventions have been made?
- Does Queen Elizabeth do the same job as Queen Victoria?
- Have schools always been the same?

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FLIGHT

SCIENCE

S2.1.1 Observe closely using simple equipment
(*microscopes, thermometers, stop watches, rulers*)

S2.1.4 Identify and classify

S2.4.1 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

MUSIC

M2.4.1 Create short sequences of sound in response to given starting points.

M2.7.1 Identify high and low pitches on a tuned instrument, singing them when heard.

COMPUTING

C2.5.1 Identify uses of IT linked to topics

RE (Assessment focus)

RE2.2.1 They can identify simple examples of how their responses relate to their own lives and those of others.

HISTORY

H2.1.1 Use a wide vocabulary of everyday historical terms eg national, international, local, important, artefact, source, events, historian, evidence, timeline, change, decade (*Flight*)

H2.1.2 Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life within different periods. (*Flight*)

H2.1.3 Ask and answer questions choosing and using parts of stories and other sources eg photos, video, newspapers, to show they know and understand key features of events. (*Flight*)

H2.2.1 Understand the changes within living memory, where appropriate these should be used to reveal aspects of changes in national life. (*Flight*)

H2.2.2 Events beyond living memory that are significant nationally or globally (for example ,First aeroplane flight or events commemorated through festivals or anniversaries) (*Flight*)

H2.3.1 Understand about the lives the lives of significant individuals in the past who have contributed to national and international achievements. (*Flight: Neil Armstrong, Amy Johnson, The Wright brothers*)

ART & DESIGN

A2.1.1 Experiment with tools and surfaces

A2.2.1 Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.

A2.2.2 Mix a range of secondary colours, shades and tones.

A2.1.3 Discuss use of shadows, use of light and dark

A2.1.4 Sketch to make quick records

A2.2.4 Work on a range of scales e.g. large brush on large paper etc.

A2.2.5 Darken colours without always using black

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WONDERFUL WORLD

SCIENCE

S2.1.1 Observe closely using simple equipment (*microscopes, thermometers, stop watches, rulers*)

S2.1.4 Identify and classify

S2.6.1 Explore and compare the differences between things that are living, dead, and things that have never been alive

S2.6.2 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

S2.6.3 Identify and name a variety of plants and animals in their habitats, including micro-habitats

S2.6.4 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

RE (Assessment focus)

RE2.1.1 Children can describe in simple terms their responses to their experiences of the concepts studied.

COMPUTING

C2.4.1 Create, organise, store, manipulate and retrieve digital content

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DESIGN & TECHNOLOGY

DT2.1.1 Begin to develop their design ideas through discussion, observation, drawing and modelling.

DT2.1.2 Identify a purpose for what they intend to design and make.

DT2.1.3 Understand how to identify a target group for what they intend to design and make based on a design criteria.

DT2.2.1 Start to generate ideas by drawing on their own and other people's experiences.

DT2.2.2 Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.

DT2.3.1 Select tools and materials; use correct vocabulary to name and describe them.

DT2.3.2 With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.

DT2.3.3 Start to assemble, join and combine materials in order to make a product.

DT2.3.4 Start to choose and use appropriate finishing techniques based on own ideas.

DT2.5.1 Look at a range of existing products explain what they like and dislike about products and why.

DT2.6.1 Evaluate their work against their design criteria.

DT2.6.2 Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them

GEOGRAPHY

G1.1.2 Name and locate the world's seven continents and five oceans. (*Linked to topics: South America, Asia, Africa, Australia/Oceania, Antarctica, Europe*)

G1.2.1 Understand geographical similarities and differences through studying the physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Arctic and Rainforest topic. (*Ensure Arctic location named*) (*New forest / rainforest*)

G1.3.1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. (*Arctic/forests Science walks/ daily calendar display*)

G1.4.1 Use world (google) maps and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in Year 1 (*start with us and earth*)

MUSIC

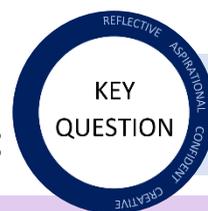
M2.4.3 Use simple symbols to represent sounds.

M2.8.1b Use loud, quiet and mid-range dynamics in compositions.

M2.9.1 Compose, selecting a tempo for a soundscape.

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TITANIC

SCIENCE

S2.1.2 Use my observations and ideas to suggest answers to questions

S2.1.5 Perform simple tests

S2.1.6 Ask simple questions and recognise that they can be answered in different ways.

S2.4.2 Identify and compare the suitability of a variety of everyday materials for particular uses

MUSIC

M2.4.2 Create simple soundscapes for intended effect.

M2.10.1 Composing long and short sounds, representing them with symbols.

COMPUTING

C2.1.1 Understand what algorithms are (see right)

C2.2.1 Use Bluebot software to create and debug programs

C2.2.2 Use 2code to create and debug programs

C2.3.1 Use Bluebot software to predict programs

C2.3.2 Use 2code to predict programs

HISTORY

H2.1.1 Use a wide vocabulary of everyday historical terms eg national, international, local, important, artefact, source, events, historian, evidence, timeline, change, decade (*Flight and Titanic*)

H2.1.2 Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life within different periods. (*Flight Titanic*)

H2.1.3 Ask and answer questions choosing and using parts of stories and other sources eg photos, video, newspapers, to show they know and understand key features of events. (*Flight and Titanic*)

H2.1.4 Understand some of the ways in which we find out about the past and identify different ways in which it is represented eg different perspectives in newspapers and reports. (*Titanic*)

H2.2.2 Events beyond living memory that are significant nationally or globally (for example ,First aeroplane flight or events commemorated through festivals or anniversaries) (*Flight or Titanic*)

H2.3.2 Understand the significant historical events, people and places in their own locality (*Flight/ Titanic*)

ART & DESIGN

A2.3.1 Overlapping and overlaying to create effects

A2.3.4 Collage – attention to detail, no gaps or overlapping of guidelines

A2.4.4 Decorative techniques

A2.4.5 Replicate patterns and textures in a 3-D form

A2.4.6a Smooth away joining lines with clay so that nothing falls off when dried

A2.4.6b Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.

A2.4.7 Awareness of work created by other sculptors

RE (Assessment focus)

RE2.1.1 Children can describe in simple terms their responses to their experiences of the concepts studied.

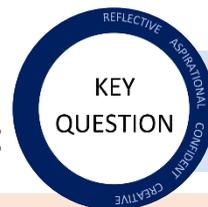
GEOGRAPHY

G2.1.1 Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Knights and Castles)

G2.4.1 Use world (google) maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in Year 2

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SURVIVAL SOS

SCIENCE

S2.1.1 Observe closely using simple equipment
(*microscopes, thermometers, stop watches, rulers*)

S2.1.3 Gather and record data to help in answering questions.

S2.1.6 Ask simple questions and recognise that they can be answered in different ways.

S2.3.1 Notice that animals, including humans, have offspring which grow into adults

S2.3.2 Find out and describe the basic needs of animals, including humans, for survival (water, food, air)

MUSIC

M2.3.1 Experiment with tuned and untuned instruments, improvising with a theme in mind.

M2.6.1 Can play simple patterns on tuned percussion instruments with increasing control.

M2.6.2 Play tuned and untuned instruments with a sense of tempo and dynamics.

M2.7.2 Note pitch intentions graphically.

ART & DESIGN

A2.1.2 Draw a way of recording experiences and feelings

A2.4.1 Awareness of natural and man-made forms

A2.4.2 to shape and form from direct observation (malleable and rigid materials)

A2.4.3 Expression of personal experiences and ideas

A2.6.1 Natural and manmade patterns

A2.6.2 Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning

A2.6.3 Discuss regular and irregular

RE (Assessment focus)

RE2.4.1 They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.

COMPUTING

C2.4.1 Create, organise, store, manipulate and retrieve digital content

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GEOGRAPHY

G2.4.2 Use simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right] to describe the location of featured and routes on a map. (*Survival SOS*)

G2.4.3 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 (*Survival SOS*)

G2.4.4 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (*Survival SOS – comparison of areas, photos, maps, collection maps/sticks*)

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SHOWTIME

SCIENCE

- S2.1.1 Observe closely using simple equipment (*microscopes, thermometers, stop watches, rulers*)
- S2.1.3 Gather and record data to help in answering questions.
- S2.1.5 Perform simple tests
- S2.2.1 Observe and describe how seeds and bulbs grow into mature plants.
- S2.2.2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

MUSIC

- M2.2.1 Sing unison songs with control and simple rounds with an awareness of how the part should fit.
- M2.2.2 Sing with increasing awareness of pitch, demonstrating the shape of the melody.
- M2.5.2 Listens to their own compositions and that of others and suggests improvements.
- M2.6.3 Perform using graphic scores and other simple notations.
- M2.12.1 Read and play crotchets & quavers (ext: rests and minims)

DESIGN & TECHNOLOGY

- DT2.4.1 Demonstrate how to cut, shape and join paper, card and fabric to make a simple product.
- DT2.4.2 Use basic sewing techniques.
- Healthy Week**
- DT2.9.1 Understand how to name and sort foods into the five groups in 'The Eat well plate'
- DT2.9.2 Know that everyone should eat at least five portions of fruit and vegetables every day.
- DT2.10.1 Demonstrate how to prepare simple dishes safely and hygienically, with or without using a heat source.
- DT2.10.2 Demonstrate how to use techniques such as cutting, peeling and grating.
- DT2.11.1 Understand that all food comes from plants or animals.
- DT2.11.2 Know that food has to be farmed, grown elsewhere (e.g. home) or caught.

COMPUTING

- C2.6.1 Explain and apply SMART rules

RE (Assessment focus)

- RE2.3.1 They can... identify and talk about concepts that are common to many religions (B concepts).

ART & DESIGN

- A2.3.2 Use large eyed needles - running stitches