

## NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2020/21

In essence it is important that our curriculum is thoughtfully put together, it is progressive and structured appropriately and that subsequent lessons are sequenced in a way that makes sense and supports learning and development.

CURRICULAR AIMS			
To give pupils appropriate experiences to develop as confident, responsible citizens who connect with their future possibilities.			
To provide a rich 'cultural capital'.			
To provide a coherent, progressive and structured curriculum that enables all pupils to learn, develop and experience success.			
<b>Core Values:</b> Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship and Care.			
YEAR 2	INTRA-CURRICULUM: <i>Designing</i> provision effectively within a specific subject.	CROSS-CURRICULAR: <i>Purposefully</i> connecting and sequencing aspects of our whole school themes.	CONTINUOUS PROVISION 6 PILLARS: <i>Embedding</i> strong daily routines.
<b>AUTUMN 1</b> <b>Theme for awards – PLAY FAIRLY AND THOUGHTFULLY</b>  Castles and dragons – Year 2 theme  Whole school theme – Create a drama in the wild.  Driving texts: ZOG – Julia Donaldson & Axel Scheffler  The Dragonsitter's Castle – Josh Lacey	<b><u>INTRA-CURRICULUM</u></b>  Knowledge and Understanding  <u>Literacy</u> Retelling of Zog Story (when adverbials, capital letters and full stops), Dragon descriptions (Adjectives and noun phrases), information text on castles/materials used to make castles (noun phrases and conjunctions).  <u>Phonics</u> Recap phase 5 sounds – see specific sounds on long term phonics plan.  <u>Reading</u> Retrieval, inference and reading skills. <i>Texts – Zog story extract, The dragonsitter email, The dragon sitter's castle email, Marmaduke story extract, castle information text.</i>	<b>The Adventurer – Create a drama in the wild</b>  <b><u>CROSS-CURRICULAR</u></b>  Knowledge and Understanding  <u>Literacy / Drama in the wild</u> Zog story (immersion and acting leading up to writing the story and using specific skills taught.)  <u>Literacy/ Science/ History/ Reading</u> Report on castles linked to materials. Which materials can we use to best build a castle to withstand a dragon? Literacy focus on noun phrases linked to scientific focus of vocabulary linked to materials and their properties. Through GR text of castle information book children will learn the key features of a castle to help with report.	Reading  Handwriting  Counting, mental calculation and time  Moving  Singing/poetry  Reflection (thinking/imagining)

	<p>Key author – Josh Lacey – Dragon sitter’s emails books.</p> <p>Key poet – Allan Ahlberg</p> <p><u>Maths</u> Place Value, reading and writing numbers to 100, number bonds, inverse and adding and subtracting 1 digit numbers to 2 digit numbers.</p> <p><u>Science</u> Materials, properties and uses investigation (scientific skill).</p> <p><u>Geography</u> Map work skills of naming and locating 4 countries of UK and understanding characteristics of those countries. Human and physical features.</p> <p><u>Art</u> To study the artist Paul Klee based on ‘the castle and sun’ picture and recreate using 2D shapes and oil pastels.</p> <p><u>PE</u> Multi-skills Daily exercise S1 A- 1) Discuss comparing options to make healthy choices.</p> <p><u>Computing</u> Email writing / Understanding use of IT beyond school. S1 B- 5) Know that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p><u>Maths/ Art/ DT</u> Shape – Naming 2D and 3D shapes used when building castles and landmarks. Naming and using 2D shapes to recreate the famous ‘Castle and suns’ image from Paul Klee using oil pastels.</p> <p><u>Geography</u> Human and physical features linked to 4 countries of UK, landmarks and characteristics and map work of UK linked to Zog’s adventures around UK.</p> <p><u>PSHE and RE linked to values</u> Reflecting on how we can play thoughtfully on the playground through discussions in class reflection times and Friday afternoons. S2 F- 5) Refine understanding of conventions of courtesy and manners. S2 D- 1) Recognise what is fair and unfair, kind and unkind, and right and wrong. Class texts of Zog and Marmaduke used to discuss character’s feelings and how they relate to our personal feelings about school and being different and kind to others. S2 E- 4) Use simple strategies for managing my feelings. S2 D- 3) Recognise when my body or feelings are hurt or when others are hurt. Transition activities of worries about coming back to school and how to play nicely with our peers and support each other.</p>	
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	<p><u>PSHE</u> Introduction of worry monster and transition activities linked to coming back to school. S1 C- 3) Keep things private and respect others' privacy. S2 D- 2) Describe my feelings to others.</p> <p>Understanding / discussing how to play nicely in the classroom and on the playground – links to how to deal with bullying/ resolving issues and playing co-operatively. S2 F- 2) Play and work cooperatively. S2 E- 3) Get help if I experience or witness teasing or bullying. S2 F- 3) Resolve simple arguments.</p>	<p>S1 B- 2) Know how and who to ask for help if I am worried about something.</p> <p><u>Literacy and Computing</u> Understand the use of IT beyond school, such as a form of communication (sending emails). Learn how to write and send a safe email.</p>	
<p><b>AUTUMN 2</b> <b>Theme for awards – USE YOUR TALENTS TO ACHIEVE YOUR BEST</b></p> <p><b>Whole School Theme – Wild Art</b></p> <p><b>Year 2 theme – Celebrations</b></p> <p>Driving texts: Rama &amp; Sita, The Story of Diwali</p> <p>Let's Celebrate, Festival poems from around the world</p>	<p><b><u>INTRA-CURRICULUM</u></b></p> <p>Knowledge and Understanding</p> <p><u>Literacy</u> Description of bonfire night (adjectives, similes and onomatopoeia,) Retelling of Rama and Sita story (when adverbials, noun phrases and verbs,) Diwali poetry (alliteration, adjectives and verbs).</p> <p><u>Phonics</u> Begin Phase 6/ Year 2 spelling focusses</p>	<p><b>The Discoverer – Create a piece of wild art</b></p> <p><b><u>CROSS-CURRICULAR</u></b></p> <p>Knowledge and Understanding</p> <p><u>RE/PSHE linked to values</u> Respecting others talents in a kind and thoughtful way linked to reflection time. S2 E- 2) Share my views and ideas with individuals and with the whole class.</p> <p>Children who have talents in dancing/ singing/ acting can showcase these in our assembly and production.</p>	

	<p><u>Reading</u>  Rama and Sita extract, Information book about Hindu child, Diwali poetry, Binny's Diwali information book and Christmas poetry or song lyrics.</p> <p>Key author – Lauren Child  Key poet – Celebrations and festivals poetry</p> <p><u>Maths</u>  Addition, subtraction, estimating and comparing numbers and money.</p> <p><u>History</u>  History of bonfire night – timeline to sequence events. History of Guy Fawkes.</p> <p><u>RE</u>  Hinduism and diwali.</p> <p><u>Art / DT</u>  Clay models of diva lamps. Rangoli patterns/ mendhi patterns/ art.</p> <p><u>PE</u>  Gym/Dance  Daily exercise  S1 A- 1) Discuss comparing options to make healthy choices.</p> <p><u>PSHE</u>  Respecting other religions (Hinduism) in our school.</p>	<p><u>PE</u>  Linked to Diwali production of creating dance for recorded Diwali assembly to send home to parents.</p> <p><u>Literacy/ History/ Wild Art/ Art</u>  Learning about the history of bonfire night and having a bonfire experience at school as stimulus for a description about bonfire night. Recreating fireworks and the bonfire using wild art and different art medias.</p> <p>S3 G- 2) I know who the special people in my community are and know how to contact those people when I need their help.  S2 E- 4) Discuss conceptions of 'men's jobs and women's jobs.'</p> <p><u>Literacy/ RE/ Reading/ Wild Art/ Art/ Drama/ PE/ PSHE</u>  Learning about hinduism and in particular Diwali. Retelling the Rama and Sita story leading up to a recorded performance to send to parents in style as an assembly. Writing and recording Diwali poetry to add to our recorded assembly and to create different Hindu art such as rangoli patterns using wild art and different art medias. Dancing to traditional Hindu music in PE to also lead up to being added to the recorded assembly. Respecting other people's religions and cultures and discussing the similarities and</p>	
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	<p>S2 E- 1) Respect similarities and differences in others.</p>	<p>differences between theirs and others/ our own. Diversity and Equality!</p> <p>S3 G- 1) Respect my needs and the needs of others.</p> <p>S2 E- 1) Respect similarities and differences</p>	
<p><b>SPRING 1</b></p> <p><b>Theme for awards – LISTEN TO OTHERS’ VIEWS</b></p> <p><b>Whole school theme – The Explorer – Find your way with a map.</b></p> <p><b>Year 2 theme – Matthew Henson</b></p> <p>Driving texts:</p> <p>The Great Explorer – Chris Judge</p> <p>Keep On!, the story of Matthew Henson</p>	<p><b><u>INTRA-CURRICULUM</u></b></p> <p>Knowledge and Understanding</p> <p><u>Literacy</u></p> <p>Instructions (survival guide) on how to survive in the Arctic. Diary entries linked to the explorer Matthew Henson.</p> <p><u>Phonics / Spelling</u></p> <p>Year 2 spelling rules (see long term phonics/ spelling plan.)</p> <p><u>Reading</u></p> <p>Information text linked to Artic Hero, story text of Matthew Henson, instruction texts and diary entries.</p> <p>Key author – Oliver Jeffers</p> <p>Key poet – Dr Seuss</p> <p><u>Maths</u></p> <p>Multiplication, Division and recap of 4 operations. Position and direction.</p> <p><u>Geography</u></p> <p>Know the continents and oceans of the world and be able to recognise these on a</p>	<p><b>The Explorer – Find your way with a map</b></p> <p><b><u>CROSS-CURRICULAR</u></b></p> <p>Knowledge and Understanding</p> <p><u>Science, PSHE and Literacy</u></p> <p>Survival guide linked to science of basic needs of humans (exercise, hygiene and diet) and explorers for survival guide of how to survive in harsh conditions in the Artic.</p> <p>S1 A- 2) Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>S1 A- 3) Know how to make a clear and efficient call to emergency services if necessary.</p> <p>S1 A- 1) Discuss comparing options to make healthy choices.</p> <p>S1 C- 1) Keep safe in different situations.</p> <p><u>Maths, Computing and Geography</u></p> <p>Positional and directional language linked to map work when plotting Henson’s journey. Compass points and world map skills. Plot landmarks, (human and physical) that Crean sees on his journey</p>	

	<p>world map/ globe and atlases and understanding all of these show the same thing. Use simple compass directions. Recap of human and physical features.</p> <p><u>History</u> Recap on how we learn about the past. Timeline of Matthew Henson's life (understanding of chronological events and history of a significant individual). Comparing life now to Henson's time. Black Lives Matter – Learning about the hardship and unfairness of how Henson was treated and respected as a black explorer compared to his colleagues.</p> <p><u>Science</u> Knowledge of what the body needs to be healthy and basic needs of survival. Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p><u>Computing</u> Coding / beebot</p> <p><u>PE</u> Team games Daily exercise S1 A- 1) Discuss comparing options to make healthy choices.</p> <p><u>PSHE</u></p>	<p>on a world map. Use coding in computing to direct beebots across a map.</p> <p><u>History, PSHE/ Reflection and Literacy</u> History of significant individual (Henson) and timeline of events linked to Henson's journey linking to literacy recount/diary entry from his perspective. Learning about Black History and the different ways Henson was treated as a black explorer compared to his colleagues and discussing the fairness of this.</p> <p><u>PSHE / RE</u> Linked to value of listening to others views – understanding how views have changed linked to BLM and what is right and wrong linked to equality. S2 F- 6) Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	
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	<p>Recognise what is fair/unfair, right and wrong. Respect similarities and differences between others. A big focus on equality and diversity.</p> <p>S2 D- 1) Recognise what is fair and unfair, kind and unkind, and right and wrong.</p> <p>S2 E- 2) Share my views and ideas with individuals and with the whole class.</p>		
<p><b>SPRING 2</b></p> <p><b>Theme for awards – RESPECT THE ENVIRONMENT AROUND US</b></p> <p><b>Whole School Theme – The Tracker – Life in Water</b></p> <p><b>Year 2 theme – The animal Kingdom</b></p> <p>Driving Texts: What a Waste</p> <p>Somebody Swallowed Stanley</p>	<p><b><u>INTRA–CURRICULUM</u></b></p> <p>Knowledge and Understanding</p> <p><u>Literacy</u> Descriptions of animals, Information writing linked to animals/ retelling of story (somebody swallowed Stanley)</p> <p><u>Phonics / Spelling</u> Year 2 spelling rules (see long term phonics/ spelling plan.)</p> <p><u>Reading</u> The Cranky caterpillar story, Information text – What a waste! Life Cycle of a Turtle information book. Use of Reading Eggs library.</p> <p>Key author – Benji Davies Key poet – Animal Poetry</p> <p><u>Maths</u> Fractions and 4 operations and money. Measurement – capacity and temperature. S3 I- 3) Suggest ways of saving and spending a finite amount of money.</p>	<p><b>The Tracker – Life in water</b></p> <p><b><u>CROSS–CURRICULAR</u></b></p> <p>Knowledge and Understanding</p> <p><u>Literacy/ Science/ Geography</u> Information writing about animals and their habitats, including geographical location and key characteristics of their habitats and how they are suited to this. Also include life cycle and food chain information. S1 B- 3) Name the main parts of the body.</p> <p><u>Maths/ Science/ Geography</u> Reading scales (temperature/ rainfall capacity) to understand characteristics of animal habitats around the world and how animals are adapted to these habitats.</p> <p><u>Geography/ PSHE/ Key Values</u> Understanding how human features are affecting animal habitats around the world - A particular focus on plastic pollution in oceans linked to key texts for this half term.</p>	

	<p>S3 I- 5) State the value of coins to £1. S3 I- 4) Know that UK money is denominated in pounds and pence.</p> <p><u>Science</u> Children to understand different habitats and microhabitats for different animals and how they are suited (adapted) to these habitats. Children to understand the basic needs of survival for animals and how their habitats meet these needs. Understand simple food chains using scientific vocabulary and life cycles. Observe life cycles of chicks and tadpoles. Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p><u>Art</u> Focus on Julie Rhodes as an artist and creating animals sketching/ art work.</p> <p><u>DT</u> Moving animals</p> <p><u>PE</u> Team games Daily exercise S1 A- 1) Discuss comparing options to make healthy choices.</p> <p><u>Computing / Digital Literacy</u> Using a computer – editing photos.</p>	<p>S3 G- 1) Help to look after the local environment (including conserving energy).</p> <p><u>Science/ DT/ PSHE/ Key Values</u> Building a bug hotel (micro-habitat) for the minibeast in the eco garden.</p> <p><u>Computing/ Science/ PSHE/ Art</u> Visiting Stone Bridge Farm and taking photos of animals in their habitats, using these photos at school to edit for artwork. Discussion of how to treat animals and look after them. Chicks to be in school and children to discuss and learn how to treat them carefully and kindly.</p> <p><u>RE</u> Linked to the value of respecting the environment and understanding how our lifestyle affects our world/ local environment. S3 H- 1) Help to look after the local environment (including conserving energy).</p> <p><u>Computing linked to value</u> Understanding when it is appropriate to print and how our choices affects the environment. (Through discussion).</p>	
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	<p><u>PSHE</u>  Help to look after the local environment.  Respecting and protecting the environment.  S3 H- 1) Help to look after the local environment (including conserving energy).</p>		
<p><b>SUMMER 1</b>  <b>Theme for awards – RESPECT ALL RELATIONSHIPS</b></p> <p><b>Whole school theme – Terrific trees</b></p> <p><b>Year 2 theme – Plants and looking after our environment</b></p> <p>Driving Texts:  The Secret Sky Garden</p> <p>Tap The Magic Tree</p>	<p><b><u>INTRA-CURRICULUM</u></b></p> <p>Knowledge and Understanding</p> <p><u>Literacy</u>  Poetry linked to trees and plants.  Instructions linked to growing plants and developing eco-garden. Description linked to eco-garden.</p> <p><u>Reading</u>  Poetry (Spike Milligan/ Ky poet) (linked to writing unit), Instructions (linked to writing unit), Fiction stories (Linda Sarah/ Key author).</p> <p>Key author – Linda Sarah  Key poet – Spike Milligan</p> <p><u>Maths</u>  Data- handling, recap/ finish fractions, recap 4 ops.</p> <p><u>Science</u>  Plants.</p> <p><u>Geography</u>  Local geography of school grounds, recap of human and physical features and</p>	<p><b>The Ranger - Terrific trees</b></p> <p><b><u>CROSS-CURRICULAR</u></b></p> <p>Knowledge and Understanding</p> <p><u>Maths/ Computing</u>  Data Handling – linked to statistics and using excel.</p> <p><u>Literacy/ Science</u>  Instructions of how to plant and grow plants.</p> <p><u>History/ Geography/ Science/ DT</u>  Maps of school grounds and looking how the school grounds has changed over the years and why. How has the human and physical features changed? Using maps to pick the best area for an eco-garden and to grow plants/ food here. Using the food to create healthy meals.</p> <p><u>Reading/ PSHE/ Values</u>  Key texts from key author (Linda Sarah) 'The Secret Sky Garden' and 'On Sudden Hill' during GR sessions have key messages about friendships to discuss.</p>	

	<p>creating maps of school grounds – linked to satellite images.</p> <p><u>DT</u> Understanding where food comes from and preparing a healthy meal. Making bird houses/ bug hotels.</p> <p><u>Computing</u> Use computing for data-handling - Using excel for table and chart.</p> <p><u>PE</u> Athletics Daily exercise S1 A- 1) Discuss comparing options to make healthy choices.</p> <p><u>PSHE</u> Relationships – with a big focus on friendships. Continue with looking after the local environment through the eco-garden project. S3 H- 1) Help to look after the local environment (including conserving energy). S2 F- 1) Identify the benefits of having positive, healthy relationships (family and friends)</p>	<p>S2 F- 1) Identify the benefits of having positive, healthy relationships (family and friends) S2 F-4) how to judge when a friendship is making them feel unhappy or uncomfortable.</p>	
<p><b>SUMMER 2</b> <b>Theme for awards – SHOW RESILIENCE OF BODY AND MIND</b></p> <p><b>Whole school theme – Build a den/ shelter</b></p>	<p><b><u>INTRA-CURRICULUM</u></b></p> <p>Knowledge and Understanding</p> <p><u>Literacy</u></p>	<p><b>The Adventurer – Build a den or a shelter</b></p> <p><b><u>CROSS-CURRICULAR</u></b></p> <p>Knowledge and Understanding</p>	

<p><b>Year 2 theme – Robin Hood/ Sherwood Forest</b></p> <p>Driving Texts: Tippy Jellybean</p> <p>The Story of Robin Hood</p>	<p>Robin Hood story/ Recount of trip to Sherwood Forest/ Camping.</p> <p><u>Phonics / Spelling</u> Look at long term phonics plan</p> <p><u>Reading</u> A variety of texts linked to Robin Hood/ Sherwood Forest/ Transition</p> <p><u>Maths</u> Measurement/ Time/ Shape</p> <p><u>History</u> History of local area – Sherwood Forest</p> <p><u>Geography</u> Aerial photos of local area (Sherwood forest) Simple mapwork linked to Sherwood forest and constructing a map. Compare Sherwood Forest to Non –European country (Australia) - Link to understanding why Australia had bush fires and we don't.</p> <p><u>PE</u> Net and Wall Daily exercise S1 A- 1) Discuss comparing options to make healthy choices.</p> <p><u>PSHE</u></p>	<p><u>Literacy/ DT/ Reading/ Science</u> Build a den/shelter in role as Robin Hood and his merry men – Recap on the best materials to use for this.</p> <p><u>History/ Geography/ Den Building</u> Learn about the history of Sherwood Forest through studying local maps/ aerial images to see how it has changed – Pick a good area to create a den for Robin Hood.</p> <p><u>PSHE / Values</u> Discussion over whether Robin Hood was right or wrong with stealing from the rich and giving the poor – debate.</p> <p>Link this to understanding the importance of money and how education leads to jobs, saving and spending. S1 B- 4) Learn about why people wear uniforms and protective clothing S1 B- 4) List a number of jobs and describe what they do. S3 I- 1) Discuss different ways of getting money e.g. work, business ownership S3 I- 2) Discuss how education and qualifications links to earning potential.</p> <p><u>PSHE/ Science/ Values</u> Discussions on what has caused the bush fires in Australia and why they have them but we don't in England. Understanding links to global warming and protecting the environment through conserving energy.</p>	
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	<p>Recognising what I'm good at setting challenging goals for next year. S1 B- 1) Recognise what I am good at.</p>	<p>S3 H- 1) Help to look after the local environment (including conserving energy). S1 A- 4) Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p><u>PSHE / Values</u> Knowing what they are good at and what they could work on improving during transition activities for preparing for Year 3. S1 B- 2) Set challenging goals. S1 B- 5) Transition to KS2/ Y3.</p>	
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