All Saints' Catholic Primary School

Year Two

Curriculum Progression

OUR CURRICULUM INTENT

- We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.

- Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.

- Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hard working ethos.

- Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.

- When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.

- Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.

For each individual subject document which shows progression throughout and across each year group, please access the One Drive or see each subject coordinator.

***Physical health & mental wellbeing link** ***equality and diversity link**

Science

Autumn Term	Spring Term	Summer Term
Classifying and Grouping Materials • To describe the simple physical properties of a variety of everyday materials using their senses • To compare and group together a variety of materials based on their simple physical properties • To sort materials into natural and man-made using scientific words to explain what they notice **Changing Materials** • To explore how the shape of solid objects can be changed (squashing, bending, twisting and stretching). To explain how these materials are changed, say whether this was an expected change • To find out about John Dunlop and what useful material he developed • To compare and carry out a simple test to assess the suitability of everyday materials for particular uses • To explain how different materials move on different surfaces. Children suggest how they could find this out	**Living Things and their Habitats** • To match living things to the habitats they are found in • To group living and non-living things in a table and explain what makes them different • To describe some of the life processes common to plants and animals. Record in a Venn/Carroll diagram • To think of questions that help to decide whether something is living, dead or non-living • To describe how different habitats provide what they need for the animals that live in them • To describe and compare a range of different habitats form around the world. • To describe how plants and animals are suited to their habitat • To name some characteristics that help an animal to live in a particular habitat • To compare different animals that live in the same habitat, what are their similarities and differences?	**Plants** • To describe what different plants need to survive • To identify plants by a specific criteria • To observe and describe how seeds and bulbs grow into mature plants • To find out and describe what conditions a specific plant needs to grow and stay healthy. Make links between what they need and where they are found • To research plants from different parts of the world, compare and group their needs and how they reproduce **Animals, Including Humans** • To describe what animals need to survive, identify simples patterns* • To explain that animals grow and reproduce • To explain why animas have offspring that grow into adults • To describe the life-cycle of a chicken/frog • To explain the basic needs for animals, including humans for survival* • To organise animals into groups based on how they reproduce/birth young

		• To describe why exercise, balanced diet and hygiene are important for humans*

Working Scientifically

Computing		
Online Safety	**Information Technology**	**Computer Science**
• Know devices that enable direct communication between people through images and text (OR) • Know what personal information is and that they should never share this with anyone they don't know (MHWB)* • Know that they should tell a trusted adult if they are upset or worried about anything on a device (SII) • With support be able to use a safe search engine (MOI) • Explain what bullying is and how to get help from bullying (OB) • Explain the difference between things that are true or real (MIO) • Explain how passwords could and should be used (PS) Self-Image & Identity (SII) Online Relationships (OR) Online Reputation (ORep) Online Bullying (OB) Managing Online Information (MOI) Health, Wellbeing & Lifestyle (HWBL) Privacy & Security (PS) Copyright & Ownership (CO)	• Be able to save, retrieve and print work from a PC or tablet • Know how to type and format text including basic punctuation and capital letters using any suitable software • Be able to confidently use pointing devices i.e. on a mouse, touchpad* • Be able to add and create simple images • Be able to combine simple text and graphics, for instance create a poster for a purpose using any suitable software	• Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting) * • Begin to use block programming e.g. Scratch Junior to complete a simple program • Be able to debug more complex problems e.g. a route on a Bee Bot*

History

Autumn Term	Spring Term	Summer Term
Amazing Events: Fantastic People **NC ref: events and people from beyond living memory that are significant globally or nationally** **Skills focus:** Chronology over longer timeframe; comparing events; writing about significance • How and what do we know about The Great Fire of London from Samuel Pepys' Diary • Order the events of the Fire of London on a timeline • What was Christopher Columbus' journey and his discoveries • To explore the impact of Columbus's voyages and what he brought back to Europe* • To compare the lives and achievements of Christopher Columbus and Neil Armstrong* • Who was Mary Seacole and why do we remember her? *	**Why are some places special? Durham Cathedral** **NC ref: significant places in own locality** **Skills Focus**: Thinking about historical significance; using primary sources • To use a range of appropriate phrases to describe the past • To find out what Durham was like in the past using photographs • Order photographs of changing Durham and place on a simple timeline • To find why and how Durham Cathedral was built	**All change? Holidays now and then.** (Planbee) **NC ref: Changes within living memory and beyond. Significant places in our own locality e.g. Whitley Bay.** **Skills Focus:** Identifying and writing about change and its causes; forming an interpretation; use of primary sources • Identify features of seaside holidays • Use photographs to find clues of what seaside holidays were like in the past • Explore when and how seaside holidays became popular • To find out what seaside holidays were like 100 years ago • To order seaside holidays chronologically • To identify similarities and differences between seaside holidays now and in the past

Geography

Autumn Term	Spring Term	Summer Term
Locational and Place Knowledge (Geographical Knowledge) • To locate the 7 continents of the world and name them from an atlas • To name the world's oceans and name them from an atlas • To locate the UK on a map of the world • To identify the 4 countries that make up the UK and name the major cities • To locate Lanchester on a map of the UK • To point out N,S,W and E	**What if I live in…?** **(Physical and Human Geography)** • To locate the UK and China on a globe • Describe the physical features of Lanchester • Describe a Chinese village by physical features • Compare jobs done in Lanchester to Chinese village • Fieldwork to investigate how people spoil our area	**Geographical Enquiry** • To compare Lanchester with the seaside • To identify physical and human features of Lanchester • To identify physical and human features of a seaside place* • To sort likes and dislikes of the two places* • To research both places using the internet*

Design Technology		
Autumn Term	**Spring Term**	**Summer Term**
Design, make, evaluate and use technical knowledge. (Seaside with lighthouse) • To design purposeful functional, appealing products for themselves and other users. • To select and make a structure by selecting a wide range of materials and components according to their characteristics. • To build structures, exploring how they can be made stronger, stiffer and more stable. • To evaluate their ideas and products against design criteria.	**Design, make, evaluate and use technical knowledge.** (Mechanism – vehicle using wheels – based on exploring) • Explore and evaluate a range of existing products. • To generate, develop, model and communicate ideas through talking and drawing. • To generate, develop, model and communicate ideas through mock ups and information technology. • To select from a range of tools and equipment to cut, shape, join and finish. • To evaluate their ideas and product against design criteria.	**Textiles** **(Puppet)** • To explore and evaluate a range of existing products. • To design purposeful, functional, appealing products for themselves and other users based on design criteria. • To select from a wide range of textiles according to their characteristics. • To sew using joins and a good finish for their product. • To evaluate their ideas and product against design criteria.

Art		
Autumn Term	**Spring Term**	**Summer Term**
Sculpture • To sculpt with different materials in the style of Marc Quinn • To sculpt a monster in the style of Michelle Reader using recycled materials • To create an abstract sculpture of a person in the style of Barbara Hepworth • To create a sculpture in the style of Jill Townsley using unusual materials • To create a sculpture of a lighthouse in the style of Brendan Jamison • To create a sculpture in the style of Eva Rothschild using line, shape, form and space	**Drawing** **Artists: Norman Cornish & Matisse** • To use lines of varying thickness to draw a portrait of Norman Cornish • To use charcoal to recreate a drawing of working in the pit in the style of Norman Cornish • To use pastels to draw people in the style of Norman Cornish • To use chalk to draw buildings in the style of Norman Cornish • To draw in the style of Mattisse*	**Textiles – Colour, Pattern and Texture** • To use ideas from the work of artists and craft-makers to creatively make a paper placemat • To use materials creatively to decorate the paper placemat • To use materials creatively to design a batik coaster • To dye a batik coaster

Music		
Autumn Term	**Spring Term**	**Summer Term**
• To use voices expressively and creatively by singing sounds and speaking chants and rhymes* • Sing and follow the melody • Sing accurately at a given pitch • Order sounds to create a beginning, middle and end • Listen out for particular things when listening to music	• Play tuned instruments musically* • Perform simple patterns and accompaniments keeping a steady pulse • Perform with others • Create music in response to different stimulus • Listen with concentration and understanding to a range of live and recorded music	• Play simple rhythmic patterns on an instrument* • Sing/clap a pulse increasing or decreasing in tempo* • Select and combine sounds to create an effect • Experiment with sounds using the inter related dimensions of music (pitch/duration/dynamics/tempo/timbre/texture • Listen with concentration and understanding to a range of live and recorded music

Here at All Saints' Primary School, we aim to develop the whole child. These six qualities are developed specifically through a range of Physical Education topics throughout each year and are also woven into all other subjects as well as general school life.

Personal Children work hard and challenge themselves to improve
Social Children work well with others, supporting and encouraging their friends
Physical Children perform physical elements well, consistently demonstrating good technique, control and accuracy
Creative Children explore different movements and ideas, showing flair and individuality where possible
Cognitive Children understand and follow rules and can also evaluate a performance
Health and Fitness Children know how to be fit and healthy and understand why this is important

Physical Education

Games / Striking and Fielding	Gymnastics	Dance
• Continues to move fluently, changing direction more frequently with higher speeds and avoiding collisions • Understands the concept of aiming and taking a ball to a good position to aim • Shows precise control and accuracy with basic actions for rolling, throwing and kicking • Understands the concept of tracking and gets in line with a ball to receive it • Works cooperatively as a team to play a game	• Shows a defined starting position and can hold a balance for 5 seconds on different levels • Can travel comfortably in a range of ways using hands, feet or both • Shows good core strength and height when jumping and landing • Can perform a range of rolls with confidence and good technique • Can remember and perform a short sequence including a balance, roll, jump and travelling action • Can evaluate a performance using key vocabulary (tuck jump, pencil roll and dish roll etc)	• Can repeat and perform a short dance with control and co-ordination along with a partner • Chooses different actions in their dance which express an idea, mood or feeling • Begins to show understanding of expressive qualities (mood, feelings of dance) • Recognises the parts of their bodies that need to be warmed up • Suggests ways in which they could improve their dance using simple vocabulary stated on the core task sheet
Games	**Athletics**	**Swimming**
• Moves into different positions to catch the ball • Throws with suitable technique • Catches confidently with both hands • Moves to try to intercept the ball • Shows awareness of others when moving around the court • Makes decisions to improve their chance of success • Watches and can describe what others are doing • Knows how to score and follow the rules of the game • Can suggest how they or their team can improve • Can suggest ways to make a game easier or harder	• Can run for 1 minute without stopping • Throws with increasing accuracy and coordination into targets set at different distances • Demonstrates a range of throwing actions correctly • Uses different techniques and effort to meet challenges set for throwing • Uses different techniques, speeds and effort to meet challenges set for running and jumping • Moves with control and coordination • Demonstrates the 5 basic jumps independently and in combination showing control at take-off and landing • Evaluates own and others' performance and can suggest how to improve	**Assessed using Swimphony**

The highlighted topics are linked to an assessment task.