Computing

Can You Be A Digital Author?
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How Can You Improve Your Writing?
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How Do You Tell A Story With A Robot?
* Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
* Create and debug simple programs.
* Use logical reasoning to predict the behaviour of simple programs.
* Recognise common uses of information technology beyond school.

Can I Search Using Keywords?
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.

How Do You Make A Computer Game?
* Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
* Create and debug simple programs.
* Use logical reasoning to predict the behaviour of simple programs.
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Online Safety (taught throughout the year)
* Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Design Technology

What makes a healthy meal?
* Explore and evaluate a range of existing products .
* Use the basic principles of a healthy and varied diet to prepare dishes.
* Understand where food comes from.

What material makes the best puppet?
* Explore and evaluate a range of existing products.
* Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
* Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).

Year 2

Oxford Grove Primary School
Pride In Our School • Pride In Each Other • Pride In Ourselves
OG 2000

Curriculum

Science

What materials did they use to build Oxford Grove?
* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

How could you be the next Jason Kenny?
* Notice that animals, including humans, have offspring which grow into adults.
* Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

How can we grow our own salad?
* Observe and describe how seeds and bulbs grow into mature plants.
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Where do animals like to live?
* Explore and compare the differences between things that are living, dead, and things that have never been alive.
* 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.
* Identify and name a variety of plants and animals in their habitats, including micro-habitats.
* 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.

Working scientifically: these skills are covered throughout the year:
* Asking simple questions and recognising that they can be answered in different ways.
* Gathering and recording data to help in answering questions.
* Observing closely, using simple equipment.
* Performing simple tests.
* Identifying and classifying.
* Using their observations and ideas to suggest answers to questions.

Faith and Ethics

What does it mean to belong?
* Recognise their own distinctiveness and that of others.
* Describe some religious ceremonies that express belonging.
* Express their own ideas and experiences of belonging.

Who is a Muslim and what do they believe? (Islam)
* Learn how key beliefs affect the ways people choose to behave.
* Show an awareness that different people belong to different religions.
* Understand the importance of religions to believers.

What can we learn from sacred books and stories?
* Understand why religions regard particular writings as special.
* Identify some links between stories and teachings and people's actions.

Who is an inspiring person?
* Understand why some people inspire others.
* Describe stories that are told by and about special people in two religions.

Why should we care for the earth?
* Understand that creation stories are told to explain the mystery of the natural world.
* Identify their own and others ideas about caring for the world.

PSHE

What do I do if I Feel Worried?
*Know how to deal with feelings and emotions

How Do We Respond To Bullying?
* Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

What Information Should Be Kept Private?
* Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

What Is The School Budget Spent On?
* Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

How Do I Keep Safe On The Road?
* Know rules for and ways of keeping physically and emotionally safe.

What are the School Rules?

Geography

What would an Explorer find exciting about Bolton?
* Use simple fieldwork and observational skills to study the human and physical geography of a small area of the U.K.
* 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.

Where would you prefer to live: the U.K or where the forest meets the sea?
* Name, locate and identify characteristics of the 4 countries and capital cities of the U.K and its surrounding seas.
* Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (North East Australia). Compare with Bolton, as a small area of the U.K. in the previous term.

Where in the world is the best place for Meerkat to live?
* Name and locate the seven continents and five oceans.
* Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

Throughout the year:
* Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
* Use simple fieldwork and observational skills.
* Use world maps, atlases and globes to identify the U.K and its countries, as well as the countries, continents and oceans.
* Use simple compass directions to describe the location of features.

Art

What does Bolton look like? (sculpture)
* Use a range of materials creatively to design and make products.
* Use sculpture to develop and share their ideas, experiences and imagination.
* Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

How can we paint a firework display?
* Use a range of materials creatively to design and make products.
* Use drawing and painting to develop and share their ideas, experiences and imagination.

History

Which people and places are significant in our locality?
* Learn about significant events, people and places in their own locality.

Why do we 'remember, remember' in November?
* Learn about events beyond living memory that are significant nationally or globally.

Why were Christopher Columbus and Neil Armstrong significant explorers?
* Learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Use to compare aspects of life in different periods.)

Year 2

Curriculum

Pride In Our School · Oxford Grove · OG · 2000 · Primary School · Pride In Ourselves · Pride In Each Other

Music

Structure
* Recognise beginning, middle & end in a piece of music.
* Recognise repeats, silences and changes to the structure e.g. clap, stamp Sing & play echo and response games with a secure understanding of the structure.
* Recognise a verse – chorus structure.

Tempo
* Change tempi of simple songs or piece of music.
* Identify faster/slower beat in a simple song/piece of music and play/clap/move to it.
* Select tempo changes and maintain beat.

Texture
* Play games/sing songs where the leader is making different sounds to the rest of the group.
* Introduce a simple accompaniment e.g. drum beat to a song.
* Play listening games to focus awareness on layers of sound.
* Sing a song where layers build i.e. a soloist, a small group, whole class.

Timbre
* Explore & identify sounds made by a range of percussion instruments; wooden, metal, and similar instruments of different sizes.
* Explore different playing techniques and how they change/affect the timbre.

Pitch
* Use different voices with confidence.
* Pitch match phrases.
* Sing individually responding to the shape of the melody with some accuracy.
* Begin to experience singing in parts using rounds/partner songs.
* Recognise and respond to high/low sounds.

Pulse
* Maintain a steady beat throughout a song or piece of music.
* Identify the beat in a song/piece of music and play/clap/move to it.
* Maintain the beat whilst internalising a phrase.

Duration
* Distinguish between rhythm & beat.
* Begin to internalise long/short sounds.
* Use/create rhythm patterns in echo/response activities.
* Perform simple rhythms to a steady beat.

Dynamics
* Begin to understand changes in dynamics; getting louder/quieter.
* Use body/vocal sounds & musical instruments to create loud/quiet sounds.
* Follow directions getting louder/quieter using body/vocal sounds and musical instruments.

Physical Education

Gymnastics
* perform dances using simple movement patterns.
* 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

Dance
* perform dances using simple movement patterns.
* 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

Games
* participate in team games, developing simple tactics for attacking and defending
* 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

Outdoor
* 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

Athletics
* 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

French

Can you speak and understand key phases and words in French?
* Simple greetings, Counting to 5, What is your name?, Where I live, Fruits.
* Food, Drink, Christmas and Christmas French Nativity
* I Like – I Don't Like, Sport and Songs on Sport
* Classroom Instructions, Colours and Songs
* My Family, Animals
* Playground Songs, Role Play