**Woodlands Primary School Creative Curriculum**

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| **Woodlands_Small_Version_JPEGConnector:** Live it, feel it | **Year Group:** 2 | **Woodlands_Small_Version_JPEGTerm and cycle:** Autumn 2 A |

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| **Teaching** | | | | | | | | | | **Learning** | | |
| **Subject** | **Wk1** | **Wk2** | **Wk3** | | **Wk4** | **Wk5** | | | **Wk6** | **Outcome** | **Success Criteria** | **Context** |
| **English** | Poetry | Narrative  Oliver Twist | | | | | Instructions  How to make Gruel | | | Instructions | Do: Write a set of instructions to explain a process  Know: That instructions need to be sequenced using action words  Understand: The importance of following and writing instructions accurately | Victorian Work Life |
| **Maths** | Singapore Maths | | | | | | | | | Measuring Ingredients | Do: Practically measure a range of ingredients  Know: The difference between standard and non-standard measures  Understand: How liquids and solids are measured differently | Victorian Cooking |
| Chp 4  Multiplication and division of 2, 5 and 10 | | | Chp 5  Length | | | | Chp 6  Mass | |
| **History** | Victorians - Work life  Remembrance Day | | | | | | | | | Topic Book | Do: Find out about the past from a range of sources of information  Know: The way of life for people in the more distant past  Understand: Past events from the history of Britain and the wider world | Victorian Work Life |
| **Science** | Y2 Animals incl Humans | | | | | | | | |  | Do:  Know:  Understand: |  |
| **Computing** | 2D Data | | | | | | | | | Graph | Do: Collect data and input information into graph software  Know: How to use the tools of the program  Understand: That ICT can help pictorial representations | Victorians |
| **PSHCE** | Getting On, Falling Out/ Say No To Bullying - SEAL | | | | | | | | | Recipe | Do: Recognise choices and the difference between right and wrong  Know: Family and friends should care for each other  Understand: Take and share responsibility for behaviour/ develop relationships | Recipe for Friendships |
| **PE** | Dance | | | | | | | | | Gym Sequence | Do: Perform skills in travelling, stillness, finding and using space  Know: How to develop a range of skills and actions  Understand: The importance of being active | Gym |
| Invasion Games | | | | | | | | |
| **Music** | Exploring Duration - Songs To Get Through The Day | | | | | | | | | Work Songs | Do: Identify long and short notes within musical compositions  Know: How duration can be organised and used expressively  Understand: That sounds can be made and described in different ways | Songs with Working Theme |
| **Art** | William Morris - 3D/Collage/ Printing/Polystyrene  /Water Colour Flowers | | | | | | | | | Printing | Do: Use a range of materials and processes i.e. print making  Know: The materials and processes used in making art, craft and design  Understand: The technique used by print makers | Press Printing |
| **RE** | Christmas:  Year 2: Why did God give Jesus to the world? | | | | | | | | | Gift for Jesus | Do: Answer key question ‘What is Christmas?’  Know: The key events of the Christmas Story  Understand: Why Christians celebrate Christmas and why he is seen as a gift to the world | Christianity |
| **Challenge** | Can You Follow Instructions To Make Gruel? | | | | | | | | | Cooking | Do: Take part in making a traditional Victorian dish  Know: How to cook hygienically  Understand: Food from a past era | Victorians |

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| **Skills Taught and Applied**  **Key:**  **S = Skill**  **L = Level**  **T = Taught**  **A = Applied** | 1 Speak effectively for different audiences.  3 Understand others through talk.  10 Develop a range of mental calculation strategies and apply in different contexts.  15 Use a range of information sources  22 Contribute to small group and whole class discussions.  30 Reflect and critically evaluate their own work.  37 Solve problems faced in learning and life.  44 Manage own and others feelings appropriately | **Cross-Curricular links**  Art, Music, History, Literacy | **Quality Text**  Oliver Twist |
| **Discrete Subjects – Elements of RE, PE and Maths** | |