



# SJFCURRICULUM

FS2/KS1 KEY SKILLS OVERVIEW

2018-2019



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Foundation Stage 2</b>	<p><b>Changes – Starting school , learning to learn , Autumn babies</b></p>	<p><b>Light – Space, Diwali, Hanukah and Christmas</b></p>	<p><b>Let it Go – Transport, Winter, Robots</b></p>	<p><b>Superpowers- Superheroes, Lent , Spring</b></p>	<p><b>Growing – Plants , Pentecost , Life cycles</b></p>	<p><b>All aboard! – Holidays, Summer, Pirates</b></p>
	<p><b>Relationships</b> Playing co-operatively, taking turns with others.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><b>Understanding</b> Children follow instructions involving several ideas or actions.</p>	<p><b>Listening</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p><b>Moving and handling</b> Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p>	<p><b>Speaking</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
	<p>Showing sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><b>Speaking</b> They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p><b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p>
	<p><b>Moving and handling</b> Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p><b>Reading</b> Continues a rhyming string.</p>	<p><b>Moving and handling</b> Begins to form recognisable letters.</p>	<p><b>Reading</b> They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Reading</b> Enjoys an increasing range of books.</p>	<p>They demonstrate understanding when talking with others about what they have read.</p>
	<p>Shows a preference for a dominant hand.</p>	<p>Hears and says the initial sound in words.</p>	<p>Uses a pencil and holds it effectively to form recognisable letters,</p>	<p><b>Reading</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p><b>Reading</b> Enjoys an increasing range of books.</p>	<p><b>People and Communities</b> Children talk about past and present events in their own lives and in the lives of family members.</p>
	<p>Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p><b>Reading</b> Begins to read words and simple sentences.</p>	<p><b>Writing</b> Attempts to write short sentences in meaningful contexts.</p>	<p><b>Writing</b> Attempts to write short sentences in meaningful contexts.</p>	
<p><b>Health and self-care</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><b>Writing</b> Can segment the sounds in simple words and blend them together.</p>	<p><b>Writing</b> Attempts to write short sentences in meaningful contexts.</p>	<p><b>People and Communities</b> Shows interest in different occupations and ways of life.</p>	<p><b>Technology</b> They select and use technology for particular purposes.</p>		

## FS2 and KS1 KEY SKILLS



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<b>Foundation Stage 2</b>	<p><b>Changes – Starting school , learning to learn , Autumn babies</b></p> <p><b>Writing</b> Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name</p> <p><b>The world</b> Looks closely at similarities, differences, patterns and change.</p>	<p><b>Light – Space, Diwali, Hanukah and Christmas</b></p> <p><b>Speaking</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such labels, captions.</p> <p><b>People and Communities</b> Enjoys joining in with family customs and routines.</p> <p><b>The world</b> Children know about similarities and differences.</p> <p><b>Technology</b> Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><b>Let it Go – Transport, Winter, Robots</b></p> <p><b>The World</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>Technology</b> Children recognise that a range of technology is used in places such as homes and schools.</p> <p><b>Media and materials</b> Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p><b>Superpowers- Superheroes, Lent , Spring</b></p> <p><b>People and Communities</b> Enjoys joining in with family customs and routines.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p><b>Being imaginative</b> Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p><b>Growing – Plants , Pentecost , Life cycles</b></p> <p><b>The World</b> They make observations of animals and plants and explain why some things occur, and talk about</p> <p><b>Media and materials</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><b>All aboard! – Holidays, Summer, Pirates</b></p> <p><b>The World</b> They talk about the features of their own immediate environment and how environments might vary from one another.</p>

## FS2 and KS1 KEY SKILLS





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<b>Foundation Stage 2</b>	<p><b>'Changes'</b></p> <ul style="list-style-type: none"> <li>starting school</li> <li>learning to learn</li> <li>autumn babies</li> </ul>	<p><b>Light &amp; Space, Diwali, Hanukah and Christmas</b></p> <p><b>Media &amp; Materials</b> Pupils will:</p> <ul style="list-style-type: none"> <li>begin to build a repertoire of songs and dances</li> <li>explore what happens when they mix colours.</li> <li>experiment in order to create different textures.</li> <li>sing songs, make music and dance, and experiment with ways of changing them.</li> </ul> <p><b>Being imaginative</b> Pupils will:</p> <ul style="list-style-type: none"> <li>plays cooperatively as part of a group in order to develop and act out a narrative.</li> </ul>	<p><b>Let it Go – Transport, Winter, Robots</b></p> <p><b>Media and Materials</b> Pupils will:</p> <ul style="list-style-type: none"> <li>use and explore a variety of materials, tools and techniques safely</li> <li>experiment with colour, design, texture, form and function</li> </ul> <p><b>Being imaginative</b> Pupils will:</p> <ul style="list-style-type: none"> <li>use and apply what they have learnt about media and materials in original ways</li> </ul>	<p><b>Superpowers- Superheroes, Lent , Spring</b></p>	<p><b>Growing – Plants , Pentecost , Life cycles</b></p>	<p><b>All aboard! – Holidays, Summer, Pirates</b></p>

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y1 Science</b>	<p><b>Humans</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• compare observable and behavioural features of living things.</li> <li>• Sort/group using observable and behavioural features even slight differences</li> <li>• sort into two groups in which one group has a feature and the other doesn't explain where further items can be placed once sorting criteria is explained</li> <li>• ask simple questions and recognise they can be answered in different ways</li> <li>• choose ways to try to answer question</li> <li>• make simple predictions based on something they have observed before but without an explanation</li> </ul>	<p><b>Animals</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• use observations and ideas to suggest answers to questions</li> <li>• describe observations</li> <li>• share learning</li> <li>• say what they found out was what they expected</li> <li>• ask simple questions and recognise they can be answered in different ways and using different types of scientific enquiries to answer</li> <li>• choose ways to try to answer question</li> <li>• recognise when a test is unfair</li> <li>• suggest ways to collect data</li> <li>• make simple predictions based on something they have observed before without an explanation</li> </ul>	<p><b>Materials</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• make observations related to the task/test</li> <li>• use equipment provided</li> <li>• measure using uniform non- standard units or simple standard units and measuring equipment (meter stick, cm, kg, litres, jugs, seconds timer)</li> <li>• read scales to the nearest division</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• describe observations</li> <li>• say what they have found out</li> <li>• say what they found out was what they expected</li> <li>• compare observable and behavioural features of materials</li> <li>• sort and group in own way using observable and behavioural features even when differences are slight</li> <li>• sort into two groups in which one group has a feature and the other doesn't - once they have decided sorting criteria explain where further items could be placed</li> </ul>		<p><b>Plants</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• use their observations and ideas to suggest answers to questions</li> <li>• describe observations</li> <li>• say what they have found out</li> <li>• say what they found out was what they expected.</li> <li>• ask simple questions and recognise they can be answered in different ways and using different types of scientific enquiries to answer</li> <li>• choose ways to try to answer question</li> <li>• recognise when a test is unfair</li> <li>• suggest ways to collect data once data needed has been outlined</li> <li>• make simple predictions based on something they have observed before but without an explanation</li> </ul>	





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Y1 Science (Continued)

## Seasonal changes throughout the Year

### Y1 Pupils will:

- compare observable and behavioural features of living things, materials and objects.
- sort and group in own way using observable and behavioural features even when differences are slight.
- sort into two groups in which one group has a feature and the other doesn't. Once they have decided sorting criteria explain where further items could be placed
- ask simple questions and recognise they can be answered in different ways
- choose ways to try to answer question
- make simple predictions based on something they have observed before but without an explanation

FS2 and KS1 KEY SKILLS



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## Y1 Science (Continued)

### Animals, including humans

Y1 Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Plants

Y1 Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen tree
- identify and describe the basic structure of a variety of common flowering plants, including trees

### Everyday Materials

Y1 Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

### Seasonal Changes

Y1 Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

FS2 and KS1 KEY SKILLS





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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y1 Computing</b>	Rising stars Computing- Switched on scheme					
	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• 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</li> </ul>					

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y1 History</b>	<b>Toys</b>		<b>Stephenson's Rocket and Transport</b>		<b>Local Area</b>	
	<ul style="list-style-type: none"> <li>Use a range of words to talk about the passing of time.</li> <li>Know the difference between the past and now (past and present)</li> <li>Use key words or phrases from the time period I am talking about.</li> <li>Find out the past by looking carefully at evidence and asking questions.</li> <li>Tell stories about the past.</li> <li>Talk about differences between things from the past and how they look now.</li> <li>Say how things from the past were used.</li> <li>Describe things that are from the past.</li> </ul>		<ul style="list-style-type: none"> <li>Look at the history of key individuals</li> <li>Give reasons for some of the actions of a famous person.</li> <li>Use time lines to order things.</li> <li>Sequence the main episodes from a famous event.</li> <li>Use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know about the past.</li> <li>Give clear and detailed reasons why key events happened or historical people acted as they did.</li> <li>Use key dates to describe events.</li> <li>Divide the past into different periods of time and present this on a timeline.</li> </ul>		<ul style="list-style-type: none"> <li>Know there are several ways to find out about the past- pictures, questions, objects, the internet, television, books and stories</li> <li>Ask questions of people older than me to find out about the past. Begin to use different types of evidence to tell different things about the past.</li> <li>Understand that some events from the past still affect people's lives today and talk about these matters sensitively and respectfully.</li> <li>Look at different points of view to find out about different versions of historical events.</li> <li>Use key dates to describe events.</li> </ul>	
	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality</li> </ul>					

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1 Geography	<p><b>Where animals come from</b></p> <ul style="list-style-type: none"><li>Name and locate the world's seven continents and five oceans</li><li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>Talk about places far away that are different to my area.</li><li>Use aerial photographs and plans- Google Earth</li></ul>		<p><b>UK and its capitals and countries</b></p> <ul style="list-style-type: none"><li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li><li>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li><li>Use basic geographical vocabulary to refer to physical geographic features.</li><li>Use basic geographical vocabulary for key human features.</li></ul>			<p><b>Local Area</b></p> <ul style="list-style-type: none"><li>Use simple fieldwork and observational skills</li><li>Draw maps, plans and sketches of local places.</li><li>Draw labelled diagrams about an area using geographical language.</li><li>Find routes using maps and find the longest and shortest routes.</li><li>Use simple compass directions and locational and directional language</li><li>Use basic geographical vocabulary for key human features.</li><li>Use the right geographical words to describe features (Eg: temperature, transport, industry)</li><li>Use the computer to draw graphs of information and use it to answer questions.</li></ul>

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Y1 Geography (Continued)

Pupils should be taught about:

### Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- 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
- 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

FS2 and KS1 KEY SKILLS





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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y1 Technology</b>	<b>Moving pics and mechanisms, clay,</b> <ul style="list-style-type: none"> <li>Textiles, making a puppet using own ideas, joining materials and evaluating</li> <li>Joining techniques inc: tape, glue, fasteners, paper clips, staples.</li> <li>Evaluating books with moving parts and say how they work.</li> <li>Create moving pictures using existing ideas as stimuli and drawing on tested joining techniques and mechanisms (e.g. levers, pop up and sliders)</li> <li>Use a range of tools for cutting and joining.</li> <li>Create a clay toy using different tools working to a given model and then evaluating.</li> </ul>		<b>Structures – London bridge / Eye</b> <ul style="list-style-type: none"> <li>Create 3 little pig's houses using straw, wood, and blocks, commenting on positive and negatives of the structure and how improvements could be made.</li> <li>Design and make structures using paper, tape, straws and malleable materials, based on observations of London landmarks.</li> <li>Investigate how they can be made stronger and more stable.</li> <li>Evaluate own and others structures.</li> </ul>		<b>Food – salad plate</b> <ul style="list-style-type: none"> <li>Understand where food comes from.</li> <li>Create own salad plate based on own ideas, following a given criteria.</li> <li>Understand the need for a healthy balanced diet.</li> <li>To understand what hygiene is and to work hygienically.</li> <li>To use simple kitchen tool to wash, chop and serve food.</li> <li>Taste food and evaluate using related vocabulary.</li> </ul>	
	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>					

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<b>Y1 Art</b>	<p><b>Colour, tone, portraits, Warhol and clay</b></p> <ul style="list-style-type: none"> <li>• Colour mixing (primary to create secondary), and creating tonal shades.</li> <li>• Identify primary and secondary colours</li> <li>• Brush skills</li> <li>• Use different types of paint</li> <li>• Drawing self-portrait in pencil, looking at position, shape, and basic proportion.</li> <li>• Share ideas on art work by Andy Warhol.</li> <li>• Discuss similarities and differences in portraits from a range of artists.</li> <li>• Create a toy using clay, and create pattern using tools</li> </ul>		<p><b>Texture, weaving, sculpture</b></p> <ul style="list-style-type: none"> <li>• Autumn pictures combining painting and a range of collage materials (paper and fabric).</li> <li>• Weaving using paper, card, textiles and recycled materials (plastic bags)</li> <li>• Sculpture using newspaper, straws and malleable materials to create a London landmark structure, using observation as inspiration.</li> <li>• Use paint and a range of materials to add texture to the paint (shavings, glitter, sand, rice, plaster etc.)</li> <li>• Create textured paper art created using techniques such as: cutting, rolling, twisting etc.</li> </ul>			<p><b>Observational drawing – fruit, printing –fruit, Arcimboldo, Van-Gough</b></p> <ul style="list-style-type: none"> <li>• Observational drawing in pencil and pencil crayon (fruit).</li> <li>• Observational painting (sunflowers) linked to Van-Gough (various scale)</li> <li>• Brush skills</li> <li>• Creating collage linked to Arcimboldo</li> <li>• Create imaginative, repeating patterned art using printing with a range of materials, including natural materials.</li> </ul>

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## Y1 Art (continued)

### Communication Skills

- I can talk about how I feel about my own or somebody else's work.
- I can use drawing, collage and textiles to show my ideas about line, shape and colour.
- I ask questions to find out about artists and craft makers.

### Application of Mathematics

- I describe and draw the shapes that I see, using words like:
  - circle
  - oblong
  - rectangle
  - triangle
  - square
- I describe shapes in my art work by labelling them in my Art Sketch Book.

### Computing

- I use the computer to draw pictures with lines and shapes.
- I can change the pen colour.
- I can rub out if I need to change my work.
- I print out my best work and keep it in my Art Sketch Book.

### Working With Others

- I can tell someone what I like about their Art and Design work.
- I can work in a group to make a large picture or model.

### Improving Own Learning & Performance

- I can think of ways to improve my own work.
- I can describe the differences and similarities between my work and that of artists

### Problem Solving

- I can think of ideas for Art from:
  - looking at things made by people
  - looking at the natural world.
  - shape, space, texture, colour, line, tone, pattern & form

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Y2 Science	<p><b>Living things and their Environment</b></p> <p>Compare observable and behavioural features of living things, materials and objects.</p> <ul style="list-style-type: none"> <li>Sort and group in own way using observable and behavioural features even when differences are slight.</li> <li>Sort into two groups in which one group has a feature and the other doesn't. Once they have decided sorting criteria explain where further items could be placed</li> </ul> <p>Ask simple questions and recognise they can be answered in different ways</p> <ul style="list-style-type: none"> <li>Choose ways to try to answer question</li> </ul> <p>Make simple predictions based on something they have observed before but without an explanation</p>			<p><b>Uses of Everyday Materials</b></p> <p><i>Identify and compare the suitability of everyday materials for a particular purpose. Compare how things move on different surfaces. Uses of Everyday Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare observable and behavioural features of living things, materials and objects.</i></p> <ul style="list-style-type: none"> <li>Sort and group in own way using observable and behavioural features even when differences are slight</li> </ul>	<p><b>Plants</b></p> <p><i>Observe and describe how bulbs/seeds grow into mature plants Investigate how plants grow and stay healthy</i></p> <p>Observe closely, using simple equipment</p> <ul style="list-style-type: none"> <li>Perform simple tests</li> <li>Make observations related to the task/test</li> <li>Use equipment provided</li> <li>Measure using uniform non-standard units or simple standard units and measuring equipment (meter stick, cm, kg, litres, jugs, seconds timer)</li> <li>Read scales to the nearest division</li> </ul>	<p><b>Animals Including Humans</b></p> <p><i>Find out about and describe the basic needs of animals (water, food, air) Identify and name a variety of plants and animals in their habitats.</i></p> <p>Ask simple questions and recognise they can be answered in different ways and using different types of scientific enquiries to answer</p> <ul style="list-style-type: none"> <li>Choose ways to try to answer question</li> <li>Recognise when a test is unfair</li> <li>Suggest ways to collect data once data needed has been outlined</li> <li>Make simple predictions based on something they have observed before but without an explanation</li> </ul>	<p><b>The Environment</b></p> <p>Observe closely, using simple equipment</p> <ul style="list-style-type: none"> <li>Perform simple tests</li> <li>Make observations related to the task/test</li> <li>Use equipment provided</li> <li>Measure using uniform non-standard units or simple standard units and measuring equipment (meter stick, cm, kg, litres, jugs, seconds timer)</li> <li>Read scales to the nearest division</li> <li>Use their observations and ideas to suggest answers to questions</li> <li>Describe observations</li> <li>Say what they have found out</li> <li>Say what they found out was what they expected.</li> </ul>

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# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y2 Science (continued)</b>			<p><b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• sort into two groups in which one group has a feature and the other doesn't. Once they have decided sorting criteria explain where further items could be placed.</li> <li>• answer yes/no questions about a mystery object they have chosen</li> <li>• use simple venn diagrams to help sort things and record the groupings</li> </ul>	<p><b>Plants</b></p> <p>Use their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> <li>• describe observations</li> <li>• say what they have found out</li> <li>• say what they found out was what they expected</li> </ul>	<p><b>Animals Including Humans</b></p> <p>Gather and record data to help answer questions</p> <ul style="list-style-type: none"> <li>• draw results/take photos</li> <li>• help the teacher make a class chart/table</li> <li>• complete a simple chart/2 column table</li> <li>• make block graphs/pictograms</li> <li>• make or draw a block graph</li> <li>• <i>describe importance for humans of exercise, healthy diet hygiene</i></li> <li>• <i>know that animals including humans have offspring which grow into adults</i></li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• describe observations</li> <li>• say what they have found out</li> <li>• say what they found out was what they expected</li> </ul>	

FS2 and KS1 KEY SKILLS



# SJF CURRICULUM 18-19

## Y2 Science (Continued)

Y2 Pupils should be taught to:

### Living things and their habitats

- 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 microhabitats
- 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

### Use of everyday materials

- 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

### Plants

- 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

### Animals, including humans

- 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

FS2 and KS1 KEY SKILLS





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y2 Computing</b>	Rising stars Computing- Switched on scheme					
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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</li> </ul>					

FS2 and KS1 KEY SKILLS



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y2 History</b>		<p style="text-align: center;"><b>Guy Fawkes</b></p> <ul style="list-style-type: none"> <li>• look at the history of key individuals</li> <li>• give reasons for some of the actions of a famous person.</li> <li>• use time lines to order things.</li> <li>• sequence the main episodes from a famous event.</li> <li>• use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know about the past.</li> <li>• give clear and detailed reasons why key events happened or historical people acted as they did.</li> <li>• use key dates to describe events.</li> <li>• divide the past into different periods of time and present this on a timeline.</li> </ul>	<p style="text-align: center;"><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• tell stories about the past.</li> <li>• talk about differences between things from the past and how they look now.</li> <li>• say how things from the past were used.</li> <li>• describe things that are from the past.</li> <li>• know there are several ways to find out about the past- pictures, questions, objects, the internet, television, books and stories</li> <li>• ask questions of people older than me to find out about the past.</li> <li>• begin to use different types of evidence to tell different things about the past.</li> <li>• use time lines to order things.</li> <li>• Sequence the main episodes from a famous event.</li> <li>• use key dates to describe events.               <ul style="list-style-type: none"> <li>○ divide the past into different periods of time and present this on a timeline.</li> </ul> </li> </ul>		<p style="text-align: center;"><b>Lives of Florence Nightingale and Edith Cavell (significant historical figures)</b></p> <ul style="list-style-type: none"> <li>• compare aspects of life linked to health, hygiene and medicines in Victorian Britain with modern Britain</li> <li>• understand that some events from the past still affect people's lives today and talk about these matters sensitively and respectfully.</li> <li>• look at different points of view to find out about different versions of historical events.</li> <li>• use key dates to describe events.</li> <li>• use a range of words to talk about the passing of time.</li> <li>• know the difference between the past and now (past and present)</li> <li>• use key words or phrases from the time period I am talking about.</li> <li>• find out the past by looking carefully at evidence and asking questions.</li> </ul>	

**FS2 and KS1 KEY SKILLS**





# SJF CURRICULUM 18-19

## Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

FS2 and KS1 KEY SKILLS



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y2 Geography</b>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and it's countries</li> <li>• name/locate/identify characteristics of the four countries and capitals of the UK</li> <li>• use basic geographical vocabulary to refer to physical geographic features</li> <li>• use basic geographical vocabulary for key human features</li> <li>• name and locate the world's seven continents and five oceans</li> <li>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• talk about places far away that are different to my area</li> <li>• use aerial photographs and plans- Google Earth</li> </ul>	<ul style="list-style-type: none"> <li>• find routes using maps and find the longest and shortest routes</li> <li>• use simple compass directions and locational and directional language</li> </ul>	<ul style="list-style-type: none"> <li>• use a map to locate London and Sheffield in relation to the rest of the UK</li> <li>• use simple compass directions (N, S, E, W) to describe the location of features and routes on a map</li> <li>• devise a simple map, use and construct a key</li> </ul>			<ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills</li> <li>• draw maps, plans and sketches of local places.</li> <li>• draw labelled diagrams about an area using geographical language.</li> <li>• find routes using maps and find the longest and shortest routes.</li> <li>• use basic geographical vocabulary for key human features.</li> <li>• use the right geographical words to describe features (Eg: temperature, transport, industry)</li> <li>• use the computer to draw graphs of information and use it to answer questions.</li> </ul>

**FS2 and KS1 KEY SKILLS**



# SJF CURRICULUM 18-19



FS2 and KS1 KEY SKILLS



# SJF CURRICULUM 18-19

## Y2 Geograpgy (Continued)

Pupils will be taught to:

### Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- 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
- 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

FS2 and KS1 KEY SKILLS



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y2 Technology</b>		Textiles- Christmas stocking wall hangings wall hanging, pattern, decoration, natural, mathematical shapes, symmetry, calico, Hessian, flexible, soft, shiny, smooth, coarse, texture smooth, crinkly, rough	Building London houses		Design a healthy salad or fruit kebab for a friend – cutting, chopping, slicing	
	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>					

## FS2 and KS1 KEY SKILLS





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y2 Art	* Painting (2D) - Pete McKee/ Lichenstein <i>bright, dull, light, dark,            thick, thin, watery,            blending, bright and            dull, light and dark            colour</i>		JMW Turner- impressionist Painting, digital photography art Printing (2D) - relief (raised surface), frottage (rubblings), roller, printing ink,	Major art movements – pointillism George Seurat- painting		Sculpture – animals Clay African artist Sculpture (3D) - clay <i>coil pots, slip,            malleable, form,            three-dimensional</i>
	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• My ideas are shown in my: drawings, paintings, collage work, printing, sculpture and photographs.</li> <li>• I am always looking at: lines, patterns, textures, shapes, colours.</li> <li>• I can recount my work in my Art Sketch Book.</li> <li>• I ask questions to find out about artists and designers.</li> </ul> <p><b>Application of Mathematics</b></p> <ul style="list-style-type: none"> <li>• I make 2D and 3D shapes.</li> <li>• I can describe the properties of shapes using mathematical vocabulary.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• I use a digital camera to take images of things people have made and the natural world. I look at: lines, patterns, textures, shapes, colours.</li> </ul> <p><b>Working With Others</b></p> <ul style="list-style-type: none"> <li>• I work as part of a group when I am observing, investigating or making.</li> <li>• I know about art from other cultures.</li> </ul> <p><b>Improving Own Learning &amp; Performance</b></p> <ul style="list-style-type: none"> <li>• I can talk about the similarities and differences between my own and others' work, including artists and designers.</li> <li>• I adapt and improve my own work.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• I investigate drawing, collage, printing, sculpture and photos to see how I can best use them to get across my ideas.</li> <li>• Shape, space, texture, colour, line, tone, pattern &amp; form</li> </ul>					

## FS2 and KS1 KEY SKILLS

