








CHERRY TREE PRIMARY SCHOOL CURRICULUM



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Who are we?	Where are we in place and time?	How does the world work?	How we express ourselves?	How we organise ourselves around the world?	How do we share the planet?
	LOCAL GEOGRAPHY AND HISTORY	HISTORY	SCIENCE	ART, D&T, MUSIC & DRAMA	GEOGRAPHY – COMPARISON STUDY	ENVIRONMENT – CROSS CURRICULAR
Year 2 Topic Focus	WHAT IS WONDERFUL ABOUT WATFORD?	WHAT CAUSED THE GREAT FIRE OF LONDON?	IS SPACE EXPLORATION IMPORTANT?	HOW DOES NATURE INSPIRE ART & MUSIC?	WHAT CONNECTIONS DO WE HAVE WITH INDIA?	HOW CAN WE HELP PROTECT OUR WOODLANDS?
						



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<p style="text-align: center;">Lines of Enquiry</p> 	<p>What is wonderful about Watford? A study of our local history, geography and environments, including identifying local plants. What are the landmarks in Watford and the surrounding area? Why is it expensive to live in Watford? Which are the oldest buildings in Watford? How does the football club support the local community?</p>	<p>How did London change in 1666? The Great Fire Where is London? How and when did the fire start? How does fire spread? How did people work together to stop the fire? What materials do we use to build structures now compared to then? What is it like to be a fire fighter? Could you be a fire fighter? What is fire safety? Is all fire dangerous?</p>	<p>Why is it so important to explore Space? How did space travel change history? How do rockets get into space? What contribution did Neil Armstrong and others make? What is the purpose of the space station? Can humans and animals survive and grow healthy in space?</p>	<p>How are animals and nature represented through the arts? How do animals survive throughout the seasons? How can we look after wildlife in our local area? Where did Andy Goldsworthy get his inspiration from? How many colours are there in nature? What textures exist in nature? How was William Morris inspired by nature?</p>	<p>Where is India? How is the weather and seasons different in India to the UK? What foods are able to grow in India? Can any children share their experiences of India? Is India more colourful than the UK? Who looks after the people in India?</p>	<p>What do plants need in order to survive in different climates? Are a plant's needs the same in all climates around the globe? Do we look after our trees? What is deforestation? What can we do to help protect trees in our local area and globally? Which charities help look after our wildlife in the UK?</p>
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<p>Reading to support topic learning</p> 	<p>Kicking a ball by Alan Alhberg Football autobiographies for children Billy Bonkers and the Wacky World Cup by Giles Andreae Moth by Isabel Thomas</p>	<p>Dick Whittington – Traditional This is London by Miroslav Sasek Katie in London by James May The Queens Hat by Steve Anthony A Walk in London by Salvatore Rubbino How to find Gold by Viviane Schwarz Non-fiction Great Fire of London Claude in the City by Alex T Smith</p>	<p>The Way Back Home by Oliver Jeffers Aliens Love Underpants by Claire Freedman Beegu by Alexis Deacon Man on the Moon by Simon Bartram Emma Jane’s Aeroplane by Katie Hayworth Journey by Aaron Becker</p>	<p>Jack & The Beanstalk Jim and the Beanstalk by Raymond Briggs Ten Seeds by Ruth Brown Eddie’s Garden by Sarah Garland Leaf by Sandra Dieckmann</p>	<p>Grandma and the Great Gourd by Chitra Banerjee Divakuruni T is for Taj Mahal by Varsha Bajaj Ganesh’s Sweet Tooth by Sanjay Patel Finders Keepers by Robert Arnett Pattan’s Pumpkin by Chitra Soundar</p>	<p>Tree by Britta Teckentrap Tidy by Emily Gravett The Hodgeheg by Dick King Smith Tree by Patricia Hegarty The Secret Sky Garden by Linda Sarah Woodland based Fairy Tales</p>
<p>Writing outcomes</p> 	<p>Explanation Texts Non-Fiction</p>	<p>Traditional Tales – Dick Whittington Recounts Retell a traditional tale</p>	<p>Reports Stories with recurring literary language</p>	<p>Reports Poems – calligrams</p>	<p>Instructions Myths</p>	<p>Explanations Creation stories Personal responses to poetry</p>



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<p style="text-align: center;">Maths</p> 	<p>2LS1: Securing fluency to twenty. 2LS2: Place value of two digit numbers. 2LS3: Regrouping two digit numbers. 2LS4: Counting on and back in tens from any number. 2LS5: Representing, ordering and comparing numbers to 100 inc. measures. 2LS6: Magnitude and estimation within 100. 2LS7: Mental addition and subtraction to 20 (reorder, rebalance and benchmarks) 2LS8: Finding complements of 10 and 100 inc. measures.</p>	<p>2LS9: Mental addition and subtraction strategies for two digit numbers (rebalance, difference, think 10, benchmarks, near doubles.) 2LS10: Using part whole models to find the inverse relationship between addition and subtraction. 2LS11: Making combinations of coins and finding change. 2LS12: Comparing two digit numbers (difference, more, less, fewer). 2LS13: Estimation and measure using different scales.</p>	<p>2LS14: Statistics: using block graphs, pictograms and tables. 2LS15: Using the written method for addition 2LS16: The concept of commutativity 2LS17: Using the written method for subtraction 2LS18: Problem solving for addition and subtraction 2LS19: Telling the time to: o'clock, half past, quarter past and quarter to 2LS20: Estimating, ordering and comparing time</p>	<p>2LS21: Doubling and halving in the context of money 2LS22: Counting in 2s, 5, 10s to learn strategies for times tables. 2LS23: Multiples and repeated addition 2LS24: Multiplication- number of groups, group size and product 2LS25: Problem solving for multiplication 2LS26: Division (sharing and grouping) 2LS27: Problem solving for division inc. remainders</p>	<p>2LS28: Fractions- finding halves, quarters and thirds of amounts 2LS29: Fractions- finding halves, quarters and thirds of shapes 2LS30: Fractions- finding three quarters of amounts and shapes 2LS31: Equivalence in fractions 2LS32: Fractions of continuous quantities (capacity) 2LS33: Telling the time to the nearest five minutes</p>	<p>2LS34: Problem solving for all operations 2LS35: Equality and balance within multiplication and division 2LS36: Properties of 2D and 3D shape, classifying and sorting 2LS37: Symmetry of 2D shapes 2LS38: Reviewing mental calculation methods 2LS39: Sequences and patterns of shape 2LS40: Rotation of shapes and right angles 2LS41: Place value and using written methods for addition and subtraction for three digits</p>
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<p>History</p> 	<p>Significant historical events, people and places in their own locality - Watford – PRINTING WORKS The development of Watford Football Club</p>	<p>Events beyond living memory that are significant nationally or globally Great Fire of London City Architecture - Charles II & the Gun Powder Plot – firework night</p>	<p>Events beyond living memory that are significant nationally or globally Space Flight - NEIL ARMSTRONG How did he get to the moon? Katherine Johnson</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements - Conservation David Attenborough Valmik Thapar</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Mahatma Gandhi Mother Teresa</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Animal charities eg World Wildlife Fund, Woodland Trust, Tiggyswinkles Jane Goodall</p>
<p>Geography</p> 	<p>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. Watford Town & the Football Club</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas – LONDON 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</p>	<p>Use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents & oceans studied at this key stage – Identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator and the N & S Poles –<i>Name and locate the world's 7 continents</i></p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country - INDIA Key physical features linked to place study including: jungle, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, market</p>	<p>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 Make bug hotels and frog homes – draw maps and plans</p>

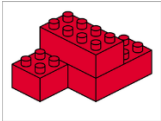
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<p style="text-align: center;">Art & Design</p> 	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination – Self Portraits using shading and different pencil widths PRINTING using objects such as fruit & vegetables and body parts</p>	<p>Use a range of materials creatively to design and make products – 3D Structures of Medieval houses</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination – Firework pictures & Great Fire of London pictures</p>	<p>Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination – Constellation crafts - threading</p>	<p>Learn about the work of a range of artists. Describe the differences & similarities between different practices and disciplines, & making links to their own work Nature Art, Textures, pattern Andy Goldsworthy William Morris Develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space WEAVING & DIP DYING</p>	<p>Learn about the work of a range of artists, craft makers and designers – Amirita Sher-Gil (painter)</p> <p>Use a range of materials creatively to design and make products Indian Crafts</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Woodland crafts – square lashing</p>
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<p>Design & Technology</p> 		<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>MODELS OF MEDIEVAL HOUSES (structures)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Use wooden frames and joining techniques</p>	<p>Explore and use mechanisms [wheels and axles], in their products</p> <p>Make a moon buggy or rocket transporter</p>	<p>Select from and use a wide range of materials and components</p> <p>Make instruments out of natural materials</p> <p>Nature weaving</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Understand where food comes from – Rice crops</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Wood based products</p>
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<p style="text-align: center;">Music</p> 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes – Discuss meanings behind football songs such as You'll Never Walk Alone</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes – rounds (London's Burning) + Campfire songs Ritual Fire Dance by Manuel de Falla Igor Stravinsky - Feu d'artifice (Fireworks)</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music Space inspired music, Holst - The Planets</p>	<p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music Use instruments out of natural materials to compose own music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Indian Cultural music</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music – If you go down to the woods today... Animal songs Charles Pont – <i>Fanfare of the Woods</i> Into the Woods songs</p>
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<p style="text-align: center;">Science</p> 	<p>HUMANS & ANIMALS 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 do I keep healthy?</p>	<p>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. MATERIALS Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Investigate different ways to build structures</p>	<p>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 What do living things need to survive?</p>	<p>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.</p>	<p>ANIMALS IN INDIA 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</p>	<p>ANIMAL CONSERVATION – LOCAL WILDLIFE TRUSTS 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.</p>
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<p>Computing</p> 	<p>Coding <u>Links</u> Use Google Maps/Street View to explore Watford Use cameras on Chromebooks to take pictures of local area and write about them Use search engines such as Swiggle or Kiddle to research about local area in a safe way</p>	<p>Online safety Spreadsheets <u>Links</u> Use virtual tools to research about the Great Fire of London Exploring digitised historical documents from the time using the National Archives collections online.</p>	<p>Spreadsheets Questioning <u>Links</u> Using websites such as How Stuff Works to explore the workings of a shuttle. Looking at Q and A videos from astronauts. Looking at resources provided by NASA and other space agencies. Children could use tablets or Chromebooks to film their own documentaries about a planet or an element of space travel</p>	<p>Effective searching Creating Pictures <u>Links</u> Looking at National Trust resources online to gain inspiration for artwork or theme work. Creating a short video showcasing and explaining their artwork. Creating a tutorial-style video on how they created their own musical instruments out of natural materials.</p>	<p>Making Music Presenting Ideas <u>Links</u> Link with PM computing topic, they could use PM music tools to experiment with creating melodies for their music projects for that term. Use recording tools such as Audacity to record their Indian chants for showcasing online to the wider public.</p>	<p>Presenting Ideas <u>Links</u> Linking with the PM topic for the term, children could produce their own presentation on their own conservation ideas or a conservation project in their local area. Use Skype for Educators or Google Hangouts to talk to somebody involved in a conservation effort in the local area (e.g. a park keeper)</p>
<p>Physical Education</p> 	<p>Throwing and Catching skills Daily Mile Outdoor Learning</p>	<p>Striking and Rolling skills Daily Mile Gymnastics</p>	<p>Athletics and Team Games Daily Mile Outdoor Learning</p>			

<p>Religious Education</p> 	<p>Refer to separate Religious Education document We follow the Hertfordshire Scheme of work</p>					
<p>PSHE</p> 	<p>Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>