Perseverance, Courage, Co-operation, Respect, Aspiration, Responsibility

LEARN, APPLY, CELEBRATE, EVALUATE

Our curriculum at Spon Gate Primary is built upon our core values which feed into every aspect of school life to meet the varied needs of our school community. Our curriculum enables children to make memories and access a range of experiences which foster a lifelong love of learning. These allow them to be happy and successful now and in the future. All staff are passionate about enabling each and every child achieving their personal best and therefore our curriculum is tailored, and is continually evolving, to meet the needs of every single child in our care. We aim to provide our pupils with the fundamental building blocks needed to develop the skills and knowledge of a broad and rich curriculum. A key aspect of this is teaching children to be confident readers, writers and mathematicians whist also giving them the skills to follow their dreams and aspirations, wherever that may lead them.

Term/weeks	Autumn (15 weeks)	Spring (12 weeks)	Summer (13 weeks)
Topic Title	The Savage Stone Age	The Ruthless Romans	Row, row you boat! (Canals)
Curriculum Driver	History	History	Geography
Exhibition	Food experience – Stone Age Experience – Fire pits, food and quiz	Theatre performance – Boudicca's rebellion (including memorabilia and snacks to sell)	Museum – All about canals
Enrichment	Kingsbury Water Park	Lunt Roman Fort	Trip to Canal Basin or Birmingham Canal Walk along the Coventry Canal
Quiz	WWTBAM Quiz to be done prior to multiple choice 'hunter gatherer' quiz to take p-lace during exhibition	Kahoot!	Cloze task linked to KO
Learning			
As historians	– Understand and use the words decade and century – Use timelines to show the order of events – Begin to understand that the past can be divided into different periods of time – Use dates and time language with increasing accuracy – Use **printed sources, the internet, pictures**, photos, music, artefacts, historic buildings and visits to collect information about the past (Stone Age cave paintings) – Ask questions such as 'how did people…? What did people do for..? – Know the development of Neolithic hunter-gatherers to early farmers – Understand the process of discovery and excavation of Skara Brae – Use evidence to describe houses and settlements (Skara Brae) – Understand how Britain changed from the Stone age to the Iron age – Know why hill forts were built – Understand Bronze age religion, technology and travel	Recap/further work from Stone Age Topic – **Understand and use the words decade and century** – **Use timelines to show the order of events** – **Begin to understand that the past can be divided into different periods of time** – **Use dates and time language with increasing accuracy** – Understand the development of the Roman Empire's army by AD 42 – Describe similarities and differences between people and events (Celts and Romans) – Know about attempted invasions and invasions by Caesar and Claudius – Know the history of Hadrian's wall – Understand British Resistance (The Celts and Boudicca) – Look at 2 versions of the same event and identify differences in the accounts (Boudicca's rebellion and death) – Begin to develop and understand settlement and the meaning of this – Use printed sources, the internet, pictures, **photos, music, artefacts, historic buildings and visits** to collect information about the past	– Understand the importance of Coventry in the development of transport – Know the domination of companies such as Triumph and Daimler (1 week) – Suggest sources of evidence to use to help answer questions

	(4 weeks)	– Use evidence to describe houses and settlements, culture and leisure activities, clothing and ways of life. – Know the Roman Empire's impact on Britain (3/4 weeks)	
As geographers		YEAR 2 RECAP – Countries within Britain, Continents – Locate countries around the world using maps (The Roman Empire) – Use map, atlases and globes to locate countries and describe features studies – Begin to develop and understand settlement and the meaning of this (Roman towns and road networks) (1 week)	– Understand geographical similarities (human and physical geography) of a non-European country – Use four figure grid references – Use fieldwork to observe human features (canals) using sketching and digital technologies. – Understand how canals are made – Begin to understand canal routes and networks – Name and locate cities of the UK – Describe and understand key aspects of human geography (trade links) – Understand economic activity including trade links and the distribution of natural resources through canals (3 weeks)
As artists	<u>Printing (2 days)</u> Create a print of Stone Age animals and/or weapons to create a piece of cave art – To plan, create and apply polystyrene prints to paper or card <u>Collage (2 days)</u> Create a collage of Stone Henge – Create mood and feeling using texture and colour – To experiment with tearing, cutting, overlapping and layering 	<u>Drawing (2 days)</u> Self-portrait turned into a Roman or Celt Solider – To understanding and applying shadows and silhouettes – To begin to design and create accurate textures – To begin to use sketches and designs before drawing a final piece of work – To know objects can have dimensions and how the compare them <u>Textiles (2 days)</u> Create a hand puppet of a new character – World Book Day – To use a back stitch 	<u>Painting (2 days)</u> Canal Art to be displayed in Museum – To apply colour using dotting, splashing, scratching and spreading – To make different tones of one colour by adding white. – To use different sizes brushes to create different effects. <u>Modelling (2 days)</u> Sculpture for the Coventry Canal Art trail (linked to Coventry transport History) to be displayed in Museum (Artist focus – Barbara Hepworth) – To use tools to carve clay – Planning and design – To recreate a 2D image in a 3D form
As designers/makers/ evaluators	<u>Stone Age Stew</u> – Design a product for a specific target audience – Select from a range of ingredients – Measure accurately (grams/ml) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (berries) – Evaluate considering the views of others. (1 week)	<u>Photo frames (to be sold at performance – souvenir)</u> – Create a mock up before construction and make any changes needed – Use a range of hand tools safely – Make a free standing product using a strong/stable support (beginning to understand reinforcing) – Evaluate against design criteria. (1 week)	<u>Motorised narrow boat</u> – Develop design ideas through rough design through to final design – To understand electrical systems – Use a mechanical system in a product (motor) – To select appropriate materials (materials which will float) – Explain how well a product works (1 week)

As computer operators	<u>To be taught through REAL curriculum:</u> Unit 3.4 – Touch typing – To include word processing using **Microsoft Word** (1 week) - Type with both hands - Insert and format a table to display information - Use the undo and redo button to edit my work - Identify when a word is spelt incorrectly and how to change it - Insert a header and/or footer - Save work regularly using the save button - Print multiple copies of a document Unit 3.5 – Email (1 week) - Identify different ways that the internet can be used for communication. - Use an email system (2Email) to respond to others appropriately - Create and attach files to an email - Use a communication system (2Email) in a respectfully way <u>To be taught discreetly:</u> Unit 3.1 – Coding (1/2 weeks) - Make a real-life situation into an algorithm for a program. - Design an algorithm and turn it into code - Identify an error in a program and fix it - Experiment with timers in a program - Identify the difference in using between the effect of a timer or repeat command in a code. - Know that a variable stores information while a program is running (executing) - Identify 'If' statements, repetition and variables - Read programs with several steps and predict what it will do	<u>To be taught through REAL curriculum:</u> - Capture an image and video using a digital camera - Locate an image on a memory card - Import a picture from a memory card (1 week) <u>To be taught discreetly:</u> Unit 3.2 – Online Safety (Safety Internet Day) - Create a secure password. - Explain the importance of having a secure password and not sharing it with others. - Explain the negative consequences of not keeping passwords safe and secure. - Understand the importance of keeping safe online and behaving respectfully. - Report unacceptable content and contact online in more than one way to a trusted adult. Unit 3.8 – Graphing (To be taught during Science Week) - Collect data and input it into software. - Analyse data using features within software to help such as, formula in 2Calculate (spreadsheets) - Present data and information using different software such as 2Graph (graphing tool)	<u>To be taught through REAL curriculum:</u> Spreadsheets (Microsoft Excel) – Creating charts/graphs (1 week) - Understand cells, rows and columns - Enter simple data into a spreadsheet - Create a bar chart - Add a title and labels to a bar chart <u>To be taught discreetly:</u> Unit 3.6 – Branching databases – (To be taught during Science unit on Plants) - Collect data and input it into software. - Represent data and information using different software such as 2Question - Consider what the most appropriate software to use when given a task by my teacher.
As musicians	PPA	PPA	PPA
As linguists	PPA	PPA	PPA
As scientists	Animals including humans (stand alone) - Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement (2 weeks) Rocks (stand alone)	Light (Science Week) - Recognise that they need light in order to see things and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Find patterns in the way that the size of shadows change	Forces (stand alone) - Compare how things move on different surfaces. - Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. - Observe how magnets attract or repel each and attract some materials and not others. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

	- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter **(1 week)**	(1 week)	- Describe magnets as having 2 poles - Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. **(1 week)** **Plants (stand alone)** - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal **(2 weeks)**
	Additional requirements		
	Front cover lesson **(1 day)** - To rotate an image and add a border to an image Exhibition preparation **(1 day)** Invitation to parents (First/Second draft) **(2 days)** RE Day **(2 days)** Quiz and reflection **(1 day)** White space lesson **(2 days)** Christmas play rehearsals	Front cover lesson **(1 day)** - To edit font in a variety of ways for effect Performance preparation – Practice, Invites, programme, tickets **(2 weeks)** RE Day **(1 day)** Quiz and reflection **(1 day)** White space lesson **(2 days)**	Front cover lesson **(1 day)** - To crop an image and understand when to do this Museum preparation **(2 days)** RE Day **(2 days)** Quiz and reflection **(1 day)** White space lesson **(2 days)**