King's Cross Academy

**Year 2 – Curriculum Map Spring Term**

| **Learning Questions: 'Who am I?' 'What is a good diet like?'** | |
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| **General guidance:** also see 'Guide to Planning and Teaching Using the Learning Toolbox'; suggestions here have developed from staff and pupil ideas through reviews and other discussions – this is not a final document but will need to grow and adapt over time with experience.<br><br>**Initial experience suggestions:**<br>▪ **Who am I?** Write a poem about yourself, showing your personality; make a profile of yourself for the KCA Hub; look at profiles of other people – can we work out who they are from their profiles?<br>▪ **What is a good diet like?'** survey what people eat; discuss what does 'healthy' mean? interview a doctor or nutritionist; Visit Waitrose, look at the packaging of different foods – how do they make it look healthy? Look at the food that an average person eats in a week – does it look healthy? Why?<br><br>**The Learning Toolbox:**<br>▪ For Year 2, children should already have a basic grasp of the Learning Toolbox – we should now be looking to develop deeper understanding and awareness of more approaches within each of the 6 toolsets.<br>▪ Children need to articulate their own understanding of the different approaches to learning in increasing depth but still require support e.g. classroom display of the KCA LT, adults using the KCA LT language and modelling, practical examples of each toolset: Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning.<br>▪ Continue to notice and draw attention to the Toolsets *during* the learning | **How to approach the Learning Questions:**<br>***'Who am I?'***<br>▪ Children explore this learning question every year from Y1 to Y6 in different ways. The key idea is to develop a sense of identity and confidence by exploring and sharing your own personality, skills, interests etc.<br>▪ In Year 2, children should build on the idea that everyone has features that are different as well as shared characteristics. They should continue to develop a sense of 'what is special about you'.<br>▪ The Science exploration of what 'child' and 'adult' mean is another way to develop children's sense of themselves and how they change over time.<br>▪ In History, continue to develop a sense of personal narrative – a life story – building on Year 1 that will help to secure understanding of chronology as well as the idea of change over time.<br>***'What is a good diet like?'***<br>▪ This gives scope for exploring food from different cultures – what kinds of food do children in the class eat at home?<br>▪ The different weather in different countries leads to different diets. Children could explore what foods usually grow in different climates.<br>▪ The idea of categorising is central – sorting foods by different characteristics. Categorisation is important in mathematics and geography in particular. Children can come up with their own criteria as well as start to think about standard food groups: protein, carbohydrate, fat, minerals, vitamins, fibre.<br>▪ The health message in this project is that a healthy diet is a balanced diet – a diet should include all the food groups. We should eat less of some foods – e.g. saturated fats. They could keep a food diary over a week. |

e.g. 'Those questions showed great Thinking,' 'When you tried a different way to solve that maths problem, that was creative.'

- In planning the project with the children, as the children become more confident in using Toolbox, as much responsibility as possible can be given to the children but you will still need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – e.g. for Communication, ask 'Who might we need to talk to about diet?'

**Evaluation:**

- Periodically, the teacher needs to reflect on the general progress of the project with the children, partnerships and partner teacher. Again, use the Learning Toolbox as a structure and record thoughts in the Learning Journal. Return to IWB flipcharts and add further notes.

**Learning Presentations:**

- Plan the purpose, type, timing and audience at the start of the project with the children. The focus is on sharing the process and products of learning.
- Presentations of learning can be during the project rather than at the end. You could elicit the audience's suggestions as to how to continue the project.

**Timings/timetables:**

- Time can be devoted to the different subjects according to what is appropriate for the learning and realistic e.g. Geography in this project could be one session weeks on mapping.
- What matters is whether the children achieve valuable learning outcomes in every subject, not how much time is spent. However, learning in depth requires sufficient time so judgements need to be made carefully. In order for a balanced curriculum, choices will have to be made about what the learning priority is for the children at any given time.
- Maximising project-based Mathematics and English and linking subjects where appropriate reduces time pressure.
- Ensure your weekly timetable has a good balance across the Toolbox.

**Assessment:**

- Once the main learning tools have been selected for the project, discuss with the children how they will know if they have used them well and what skills they need e.g. 'We need to interview an artist. Let's think about what makes a good interview (e.g. active listening, preparing questions, recording responses) and what skills we need to practise (e.g. note-taking).' Also discuss how to capture examples of each tool (e.g. film interview for the KCA Hub).
- Highlight the tools selected on the IWB and make notes – save for future reference.
- During the project, ensure that there are opportunities for reflection, discussion and journal entries during learning and at the end of particular sections of learning e.g. talking to a learning partner about how well we communicated.
- Use the all Toolsets as starting points for thinking about how well the learning went e.g. 'People found the questions I asked today interesting – this shows I am thinking well.'
- Written teacher comments should be developmental (next steps) & address misconceptions.

**Resources:**

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders, monitors etc. Regularly check that resources are complete and in good condition. Create a culture in which everyone looks after the classroom and recognises that the resources are there to support everyone's learning.
- **Central stores:** think through and check the resources needed well ahead of the lesson – if there are crucial resource gaps, see the relevant Learning Team Leader. Collect your resources before the lesson and return them as soon as you no longer need them. If resources are lost or damaged, inform the relevant Learning Team Leader.
- **Internet and KCA Hub:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the Internet Use Policy – promote safe use but children need as much access as possible.

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| | ▪ **Library Service:** there is a wide range of artefacts and topic-related books that can enrich a project. We are developing a centralised system through the office so that book and artefact loans linked to projects are automatically ordered. If you have particular requests, you need to speak to Ms Rakic.<br>▪ **Trips visits and partnerships:** these are to enrich children's experience and stimulate thinking. They provide collaborative opportunities for observation, gathering information, note-taking, photography, sketching, interviewing etc. If the visit is at the start of a learning project, this should be seen as a stimulus to thinking – the initial experience should still leave room for children to come up with their own ideas and questions. Trips and visits need to planned to lead to purposeful learning activities in the classroom. Children need to learn to communicate their findings from trips through blogs, journals, assembly presentations, leaflets, displays etc. Every learning project benefits from at least one visit outside the school gates, whether it is geographical fieldwork, historical research on local buildings, making a collection of environmental colours or a visit to a specific exhibition or museum. |

| LEARNING PROJECTS | GUIDANCE |
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| **ENGLISH – COMMUNICATION TEAM** | |
| **'Who am I?'**<br><br>**Link to History, RE and Art –** *Personal time lines, What makes me who I am? Portraiture*<br><br>**Narrative:** Traditional Stories<br>**Lila and the Secret of Rain –** David Conway<br><br>Suggested Activities:<br>• **Link who am I? to Who is Lila?** Explore characterisation in depth through the story using evidence from the text to support opinion. | ***General:***<br>▪ You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking & listening across the curriculum.<br>▪ Every day, whether discretely or part of the learning project, there should be some shared reading or writing, guided reading or writing and some independent reading or writing activities.<br>▪ There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders; phonic passports allow children and parents to get a sense of and celebrate their own progress.<br>▪ **Power of Reading:** some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading to the learning project.<br>▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher's own writing as well as books.<br>***Discrete:*** |

- How is Lila introduced in the story?
- What relationships does she have with other characters?
- Characters speak to us as readers because we recognise that we too have experienced similar feelings. Has the author been successful in creating a central character that fulfils this function? How do we know?
- Hot seat the grandfather to find out about his opinion of Lila – generate and respond to questions. Write in role as the grandfather describing his feelings about his granddaughter. Show the reader what Lila's character is like, with reference to the text.
- Make a personal time line for Lila – over the day that Lila climbs the mountain. What evidence would you use from the text to add detail to your timeline?

**A Fistful of Pearls – Iraqi Tales –** E. Laird

- **A collection of short stories with a range of characters –** e.g Zirak and the Ring Dove. A good story to consider different characters, both their physical and personality characteristics.
- What kind of leadership qualities does the ring dove possess? How do you know?
- What makes Zirak a good friend? What qualities does he possess?

**'What is a good diet like?'**

**Non- Fiction:**Non – chronological reports and Information Texts -

**Link to Design and Technology, Science, ICT, Art & Geog**

**Suggested activities:**

- Skills & knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily.
- **Phonics(Letters and Sounds) and Spelling:** you will need to practise phonics and explore word families and other features of spelling and word use. It is vital that this is *applied* in children's reading and writing.
- **Reading:** there need to be times when children choose their own texts to read. Classroom libraries offer the opportunity for children to take responsibility for their own reading choices both for reading in school and as part of PACT. Book marks provide guidance for parents on supporting their child's reading at home. 20 minutes sustained silent reading daily (PACT book) provides an opportunity for the adults to assess reading skills and manage PACT (track books etc). It is essential that PACT folders are brought in every day.
- **Writing:** some extended writing opportunities come from Power of Reading some will come from non-project activities e.g. reports on events, book reviews or personal narratives of their own choice.

***Project-based:***

- **Phonics and spelling:** Any reading and writing within the project is an opportunity to apply knowledge and skills (phonics, spelling) – children need to be reminded or supported to do this.
- **Reading:** shared and individual reading using project-related texts is an opportunity for exploration at text, sentence and word level. This helps children to apply the sub-skills.
- **Writing:** project-related writing should address different genres with a focus on both accessibility (spelling, grammar, handwriting, basic sense making, etc) and impact (purpose, interest, structure etc). All subject areas are opportunities for extended writing; keep the focus on what makes quality writing whatever the context or purpose e.g. writing about changes in science or explaining your understanding of change in people's lives in RE.

***Resources:***

- **Classroom books:** each class has a set of texts allocated that is recorded on the central system. Further texts can be selected from the library by the teacher to boost the class stock during the year – at least every half term – these must be processed on the system.
- **Library books:** Children can also choose individual books through a periodic visit to the school library as a class but these must be processed on the system. Children must not be unsupervised in the library.
- **Reading Areas:** every class needs an attractive, well-organised reading area to promote the enjoyment of reading. Class librarians should be trained to maintain this area. It should be used e.g. during individual reading time or guided reading etc.
- **Power of Reading books:** these are stored in the school library and must be processed and

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| • **Use non fiction texts to research different foods that make up a healthy diet.**<br>• Generate questions for an enquiry about healthy foods – use texts and the internet to research and make notes.<br>• Use notes taken whilst researching, to write up reports informing an audience about a healthy diet. These could be written up as children's different viewpoints, using factual evidence to back up their opinions.<br>• Children could hold a debate to present their viewpoints to their year group class or parents. Questions could then be asked by the audience.<br>• The question could be: ***Should all children have to eat school dinners at King's Cross Academy? How do you feel about this?***<br>• **Observational drawings –** of fruits and vegetables. Scientific drawings could then be labelled, together with notes about the properties of chosen fruits/veg.<br>• **Make a map** of the Skip Garden – include all other areas where food is grown. Produce the map, appropriately labelled – where veg. is planted and other objects used to maintain growth in the garden.<br>• **Use the design and making of a carrot salad – *write up the process*** – include the exploration stage, the communication of ideas, instructions and explanations. How can we prioritise our instructions and directions? Written evaluations can be published on the KCA HUB. Recipe cards made up for children to make the salads for school dinners. | returned - they must not go home.<br>▪ **Every class should have:** Power of Reading guidance book; Letters and Sounds; Grammar for Writing; Spelling Bank; Y2-3 Exemplification for Spelling; Guided Reading Folder;<br>▪ **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs to on every group's table and maintained by the children. |

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- **Children will be planting carrots –** generate the writing out of the process of planting, germination, growth and hopefully harvest! Planting directions can be made for the next Year 2 class – with photos on one side, information on the other.

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<tr><td colspan="2">MATHEMATICS – THINKING TEAM</td></tr>
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***Both projects can touch on all mathematical strands.***

**'Who am I?'**

**Counting and understanding number:** estimating how many people are in year 2, in the juniors, in the school etc.
**Number facts:** explore grouping children in different ways: 6 children can be 3 x 2, 2 x 3, 4 + 2, 2 + 4, 1 + 5 etc
**Calculating:** How many feet do different numbers of children have (x2)? How many fingers…(x5)?
**Understanding shape:** Visualising different shapes, 2D and 3D. Finding shapes in my home – how many circles, squares etc can you find?
**Measuring:** Create personal factfile with body measurements using non-standard units (handspans, Egyptian cubits etc) and then standard measurements of height, handspan, leg length etc. Investigations: Are people with larger hands taller? Do people with larger feet have longer legs?
**Handling Data:** Bar chart of heights etc.

**'What is a good diet like?'**

**Counting and understanding number:** estimating how many bags of potatoes etc are needed to make school lunch (then go to see the actual amounts).
**Number facts:** breaking up collections of foods into

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***General:***

- You do not need an hour-long, discrete Mathematics lesson every day – you do need a balance of skill development and practice, oral and mental maths, problem-solving, investigations and maths across the curriculum. There needs to be a balance across the seven strands: using and applying maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data.
- The Camden programme of learning structures the progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the programme must be seen as a starting point and resource rather than a strait jacket.
- Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital.
- Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings.
- Puzzles, games and challenges are motivating, can be chosen to reinforce particular skills and knowledge and allow for collaborative learning (e.g. Skemp's mathematical games).
- If possible, find contexts within the learning project or at least ones that are meaningful and purposeful.
- Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions.

***Skill development/practice:***

- Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school or KX environment as a context e.g. sorting resources, grouping children etc. or find cross-curricular opportunities to apply skills e.g. measurement in Science and cookery.
- Mental and oral starters should be focused (5-10 minutes) and active.
- Mental and oral maths can be used to: rehearse skills; recall knowledge; refresh previous learning; refine methods and procedures; read vocabulary, symbols etc; reason with evidence.
- Recording: there should be a range of types of recording, not just 'sums'. There needs to be self and peer assessment and notes alongside the maths.

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| two e.g. 10 apples can be 8 + 2; 1 + 9; 3 + 7 etc.; a bar of chocolate with 12 pieces can be split into 10 + 2; 8 + 4 etc.<br>**Calculating:** food comes in different packs – e.g. a four-pack of yoghurts etc. How many yoghurts in 2, 3, 4 4-packs etc?<br>**Geometry:** Exploring the different 2D and 3D shapes found in foods e.g. bagels, donuts, cakes etc. Develop awareness of properties through sorting and classifying according to different shape-related criteria e.g. has curves, has straight sides, has a hole etc. Classify food polygons according to number of sides e.g. sandwiches, bars etc.<br>**Measurement:** Investigate growing food in the school grounds – rate of growth, how much is produced etc.<br>**Statistics:** record information about the food grown at school. | ▪ Skill development and practice is recorded usually in the squared books (though sometimes calculations should be carried out on plain paper so that children are required to use their understanding of place value!).<br>***Problem-solving/enquiry:***<br>▪ All mathematics can be explored through collaborative problem-solving and enquiry.<br>▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other's thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.<br>▪ Recording: the process of the enquiry should be clear from the recording; children's thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.<br>▪ Problem solving and enquiry is recorded usually in plain books.<br>***Resources:***<br>▪ Classroom resources for mental work: number fans, flip-flops, counting stick, place value cards, number lines, whiteboards, are all essential interactive resources for oral and mental work. They should be used regularly, varying approaches. Children should become used to using these resources efficiently and thoughtfully.<br>▪ Other resources need to be accessible, labelled (words and pictures) and well-organised: multilink, unifix, various sorting objects, set loops, compare bears, calculators, small and large dice, 2D and 3D shapes, money, rulers etc.<br>▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc. |
| ***SCIENCE – PHYSICAL TEAM*** | |
| **Science**<br>***'Who am I?'***<br>*Animals including humans* | ***General:***<br>▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding.<br>▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas. |

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| *Pupils should be taught to:*<br>- *notice that animals, including humans, have offspring which grow into adults*<br>- *find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*<br><br>*Suggested activities:*<br><br>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.<br><br>'What is a good diet like?':<br><br>***Animals including humans***<br><br>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br>*Suggested activities:*<br><br>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also | ▪ **Science teaching needs to develop key skills:**<br>1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests;<br>2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings;<br>3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning<br>***Skill and knowledge development:***<br>▪ Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or KX environment as a context e.g. materials in the school, growing etc. or find cross-curricular opportunities to apply skills e.g. knowledge of light in growing.<br>▪ Shorter sessions can introduce children to specific scientific skills e.g. observing using a magnifier. The need for careful recording of observations (drawings, photos, diagrams, measurements, notes and descriptions etc) can be emphasised as well as careful and accurate use of scientific vocabulary.<br>▪ Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience.<br>▪ Recording: focus on children's scientific thinking rather than just factual information. Science should be recorded in the Project Book.<br>***Scientific enquiry:***<br>▪ Science needs to be mainly taught through investigation and enquiry (Sc1).<br>▪ The investigative cycle: children need to have some initial experience, generate possible investigation questions, decide which question/s to pursue, make hypotheses, design appropriate tests, make predictions, collect results, draw and communicate conclusions.<br>▪ Children should have the opportunity to go through the entire cycle at least once a term.<br>▪ Parts of the cycle can be developed separately e.g. drawing conclusions from data provided by the teacher; generating possible questions; planning possible fair tests etc.<br>▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other's thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.<br>▪ Recording: the process of the enquiry should be clear from the recording; children's thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.<br>***Growing:*** |

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| be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.<br><br>***Growing at King's Cross Academy:***<br><br>***Plants***<br>Pupils should be taught to:<br><br>- observe and describe how seeds and bulbs grow into mature plants<br>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br><br>***Suggested activities:***<br>• Investigate how plants grow with & without water;<br>• Observe plants in the local environment.<br>• Speculation based on observations: why do plants have roots? Where in a plant does water go? | ▪ During the year, your year group is responsible for maintaining a planter. This will involve planting, watering and tending.<br>▪ Before planting, children should observe (drawing, photo, measuring, labelled diagram etc); they should predict when they think signs of growth will appear; discuss how to plant; create labels.<br>▪ You will need to have a group of gardeners to plant, either with the teacher or TA.<br>▪ Every few weeks, a group of gardeners can check on developments.<br>▪ In Autumn the children **planted tulips, snowdrops, and Narcissus** – they **should continue to monitor growth through the Spring term.**<br>▪ **This Spring Term – plant carrots**, **Cornflowers and Californian Poppies.**<br>***Resources:***<br>▪ Classroom resources for scientific work (to be purchased if not currently available): hand lenses, magnifiers, microscope, containers, sorting trays. Children should have access to some scientific, especially observational, equipment at all times.<br>▪ Central resources: force meters, datalogging equipment, pooters, pipettes, beakers, mirrors, lenses, prisms, light-box, torches, electrical apparatus, anatomy models, teeth hygiene materials, varied materials, ramps etc. Some non-fiction books available in the library and from the Camden Library Service. |

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| **COMPUTING – CREATIVE TEAM** | |
| **Internet Literacy & E-Safety**<br><br>**Suggested activities:**<br><br>Research historical figures using computing – Who am I?<br>Research healthy living – What is a good diet like? Main food groups etc.<br>Email expert about food and nutrition.<br>Visit Waitrose Cookery School to interview Chef<br><br>Explore with the children how they can stay safe on the internet and how to be internet literate, covering the key skills and success criteria below:<br><br>**<u>Online Research</u>**<br>- Use a teacher selected search engine to find information using agreed key words to answer questions under the guidance of adults.<br>- Navigate to website by entering a simple web address into a browser.<br>- Understand the purpose of favourites/bookmarks.<br>- Know that you can be accidently diverted from a website through a link to a new website, advertising or pop-up.<br>- Be able to respond to this by using browser back arrow, or closing the new window.<br>- Understand what advertising is and learn to | ***General:***<br>▪ Specific skills outlined in the ICT scheme should be applied in other curriculum areas/projects. The ICT suite should be used for a minimum of 45 minutes per week in KS1 and 60 minutes in KS2 (outlined in the ICT timetable). Further time in the suite can be booked using the ICT diary in the staffroom.<br>**ICT learning at King's Cross Academy focuses on the following key skills:**<br>▪ Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, KCA HUB)<br>▪ Designing, developing, exploring and evaluating models of real and imaginary situations (e.g CD ROMS, internet sites, blogs)<br>▪ Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo)<br>▪ Making informed judgements about ICT applications and information presented through use of ICT.<br>▪ Exploring attitudes and giving views towards ICT.<br>**ICT as a cross-curricular tool**<br>▪ Learners at King's Cross Academy should apply ICT capability to support and enhance their learning across the curriculum.<br>▪ Through continuous access to well-organised ICT, learners at King's Cross Academy can choose to use ICT to assist their learning at any time, just as they might switch on a light when needed.<br>▪ Teachers must plan opportunities for learners to make informed decisions on the best ICT for a particular learning task.<br>▪ Learners must have opportunities for learning collaboratively using ICT. The IWB, a classroom computer, digital cameras and other technology should be used as tools to support collaborative learning in almost every lesson.<br>**Health and Safety**<br>▪ It is the responsibility of staff and children at King's Cross Academy to know and follow the rules for computer and Internet use.<br>**Moving towards the future – the KCA HUB and the Virtual Learning Toolbox:**<br>▪ Staff must promote a positive, forward-looking attitude to ICT. Every learner including staff to have a personal web space as part of the KCA HUB. The KCA HUB aids communication & helps make |

ignore embedded advertising.
- Understand that some information online may be untrue (spoof websites).

**Online Communication & Collaboration**

- Send an email, using a subject heading within closed safe systems.
- Find and open mail, reply to email.
- Use a subject heading to tell the person what the message is about.
- Develop an awareness of text size and font for emails and appropriate language to use in an email.
- Keep their password secret.
- Contribute to class discussion forum.

**Online Publishing**

- Contribute/publish information to personal or group pages within the KCA HUB, including text and pictures.
- Know that they need to check information before uploading.
- They know that the internet can be viewed by anybody

**Control**

Teach computing discretely this half term. Use a floor roamer to navigate, create simple algorithms.

**Use a BeeBot to explore control, covering the key skills and success criteria below:**

- I can talk about how everyday machines can be controlled

connections across the learning community.

- Virtual Toolbox: examples of effective learning using the tools in the Learning Toolbox will be collected and uploaded to the Virtual Toolbox. This will provide an invaluable bank of exemplars to help children assess their own learning skills and to select learning tools during the planning phase. The Virtual Toolbox communicates our view of effective learning to parents.

***Resources:***

- Classroom resources for ICT: it is essential that every class has the capacity to capture learning for assessment and for the Virtual Toolbox. Children need access to a digital camera, digital video and recording equipment (e.g. speakerphones etc). Control technology (beebots, Roamers etc) should be available in Foundation and KS1. IWBs are to be used by children during group work rather than just as a presentation tool.
- Central resources: I pads; Suite: PCs, IWB, e-microscopes, scanner; dataloggers (Science); visualisers.

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| - I know that machines and actions on screen may be controlled by sequences of instructions<br>- I can create a sequence of instructions to control a programmable robot to follow a route<br>- I can control a robot (real or on screen) to go a certain way, turn and what distance to travel<br>- I can control a floor robot or programmable toy using buttons<br>- I can make predictions and estimate distances and turns<br>- I can use a range of control devices such as a microscope, sound recorders, cameras and other devices | |
| **PHYSICAL EDUCATION – PHYSICAL TEAM** | |
| ***PE does not link well to the food learning project; however, there can be some exploration of 'Who am I?' through PE.***<br>**1st half:**<br>• **Gym-** Create and perform short, linked sequences that show a clear beginning , middle and end and have contrasts in direction<br>• **Dance**- Express and communicate ideas and feelings through a range of dances about themselves<br>**2nd half:** | ***General:***<br>▪ In P.E., children develop their knowledge, understanding and skills through activities that involve them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: *planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise*<br>▪ Make links where possible, into other curriculum areas (e.g. link two art forms dance and poetry – creating a poem about colour and use as a stimulus for dance)<br>▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE.<br>▪ Ensure children wear an appropriate P.E. kit for all lessons (white or blue t-shirt, shorts, appropriate footwear and no jewellery). Staff should at least wear suitable footwear (if possible, change into a PE kit). |

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| • **Gym-** (Julia) develop the range of skills and actions using apparatus<br>• **Dance-**Express and communicate ideas and feelings about food through a range of dances<br>*Refer to Val Sabin for games and dance ideas* | ▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance.<br>▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with King's Cross Academy's Food Policy (no chocolate, crisps or fizzy drinks).<br>▪ Provide for lots of activity and maximum involvement – do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball. Use skill practice e.g. grids and small groups.<br>***Resources:***<br>▪ Central resources: a range of equipment is available in the PE store. Children are not allowed in the PE store unsupervised.<br>▪ Lunchtime supervisors and Play Leaders are responsible for maintaining lunchtime and playtime resources (each class has a box of wet play equipment to be maintained by class monitors). |
| **ART AND DESIGN – CREATIVE TEAM** | |
| ***Art this term is focused on the second learning question 'What is a good diet like?' However, sketchbooks should be used extensively in both learning projects.***<br><br>***Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about 'Who am I'? and 'What is a good diet like?'***<br>***Suggested sketchbook activities:***<br>• Revise the ground rules for effective use of sketchbooks (add or amend using children's ideas). Evaluate how far use of sketchbooks last term met these rules.<br>**'Who am I?':**<br>**Suggested sketchbook activities:**<br>• Building on Year 1, sketch whole faces, focusing on features of your own and others' faces.<br>• Sketch people in different positions. Focus on close observation and drawing what you see. | ***General:***<br>▪ Children need to develop artistic skills and techniques but also *apply* these creatively.<br>▪ **The key elements of Art are:** pattern, texture, colour, line, tone, shape, form, and space.<br>▪ Each artistic medium used (painting, drawing, textiles, clay sculpture etc) needs to be explored and played with in order that children can use it creatively. Some exploratory sessions e.g. mark-making, getting used to the texture and 'feel' of clay, experimenting with different weaving techniques etc will help to develop confidence and a sense of the options available in different media.<br>▪ Most artistic work starts with some sort of stimulus and observation. There can be plenty of observational work before moving on to a creative piece e.g. observing the leaves of different plants (colour, pattern, texture etc) could lead to a creative piece drawing on one element and transforming it e.g. the pattern of a leaf transformed into an abstract design.<br>▪ Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.<br>▪ **Colour:** children can explore primary (red, blue, yellow) and secondary colours (orange, green, violet) that can be made by mixing two primary colours. Limit the range of colours available to encourage exploration. The double primary system limits colours to: warm – brilliant yellow, crimson, brilliant blue; cold – lemon yellow, vermillion, turquoise plus white and Prussian blue (instead of black).<br>▪ **Textiles:** children should explore the qualities of different materials e.g. rough, smooth, shiny, stretchy etc. Textile practices include: fabric construction (e.g. card weaving), dyeing, surface decoration, printing, 3D work. |

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| • Photo self-portraits: choose a pose that says something about you.<br>**'What is a good diet like?':**<br>**Suggested sketchbook activities:**<br>• Build on Year 1 still life work with food: sketches, photos etc. Focus on colour, texture, pattern. Explore how light falls on fruit – shade to create solid effects.<br><br>**'What is a good diet like?':** Collage focus<br>**Suggested activities:**<br>• Collect pictures of food to use in collage. Use different media to create food images for use in collage e.g. paint, pastel, cut-out etc. Use different textures e.g. corrugated card, fabrics etc. Collect food words in newsprint for us in collage.<br>• Take photos of school meals to support Science exploration and to use in collage.<br>• Once there is a good range of food images in different textures, design a collage, thinking about the overall effect. Which colours and textures look good together? What interesting shapes can be created by overlapping? What mood are you trying to create with your collage?<br>• Look at Matisse cut-outs to compare. | ▪ **Sketchbooks:** these are a key part of art teaching – children should be developing their sketching skills and learning how to use a sketch book to record observations, ideas, colours, patterns etc. Sketchbooks should include notes and comments and questions from peers and adults.<br>▪ **Key purposes of sketchbooks:** to explore objects in detail; to capture observations of people, animals and places; to develop ideas for an artwork; to develop ideas for a structure or sculpture; to explore techniques e.g. mark-making, shading, showing light, dark and shadow; to explore the elements of art including colours e.g. recording all the different shades of green leaves.<br>▪ **Sketchbook Ground rules:** it is essential that children know, discuss and refer back to the ground rules for using sketchbooks:<br>1. *Be clear about the purpose of what you are doing in the sketchbook.*<br>2. *When collecting observations from the environment or objects, always look closely and carefully.*<br>3. *Use different media to collect observations: pencil, crayon, photos etc.*<br>4. *Stick things in that might help e.g. leaves, fabric, papers etc.*<br>5. *Be creative – make your sketchbook interesting to look at.*<br>6. *Make notes and collect other people's comments and suggestions.*<br>***Resources:***<br>▪ Classroom resources: we need to develop effective art resource areas in every classroom – paints, a range of paintbrushes, palettes, water pots, pastels or chalks, black pens, drawing pencils, charcoal, crayons, a range of papers, paste, glue and glue sticks, digital camera etc.<br>▪ Central resources: clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage materials, modelling materials, textile materials and equipment e.g. needles, plasticine, photography equipment etc.<br>▪ Environmental resources: the school building, the local environment, museums, galleries, places of interest. |
| **DESIGN and TECHNOLOGY – PHYSICAL TEAM** | |
| **D&T should focus on the second learning question this term.**<br><br>**'What is a good diet like?'**<br>**Learning question:** 'How can I design, make and evaluate a carrot salad served at lunchtime?'<br>**Suggested activities:** | ***General:***<br>▪ **The three types of D&T activity are:**<br>1. Investigating and Evaluating Products;<br>2. Focused Practical Tasks;<br>3. Design and Making Activities.<br>▪ **The classic design journey:** 1 – problem identified; 2 – early ideas generated; 3 – develop and research ideas; 4 – choose the idea to be made; 5 – making; 6 – testing and evaluating; 7 – |

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- What other foods could we mix with carrot to make a salad? Beans, seeds, raisins, herbs etc.
- Are there any foods in season that we can use? Is there anything in the school kitchen garden we can use?
- Once the selection of foods has been selected, combine different elements and compare by tasting.

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modifying and improving.

- **Materials:** children need experience in working with different materials – wood, metal, plastic, paper, fabric etc – exploring the way different materials can be joined, shaped and finished.
- **Children need to explore these aspects of materials:**
  1. the different physical and aesthetic qualities of materials.
  2. how different properties of different materials lead to different uses.
  3. how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening).

**Key concepts/techniques of D&T:**

- **Energy sources:** batteries, elastic bands (twisted or stretched), human energy (pushes and pulls), water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something).
- **Dynamic structures:** mechanisms with moving parts such as see-saw, levers, pulleys and gears.
- **Static structures:** buildings, towers, sculptures and models.
- **Control:** mechanical and electrical devices to control movement e.g. switches, levers, sensors etc.
- **FOOD TECHNOLOGY:** as a flagship school in the Food for Life Partnership, we need to develop children's skills, knowledge and understanding of cooking in a systematic way that allows them to build progressively as they move through the school. We are working towards at least 12 hours per year of cookery experiences for every child.
- **The 5 key aspects of food technology:** Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc); Tasting and Testing; Production Processes.
- **COOKING: 2 core recipes (minimum)** Carrot salad, sardine pate.

***Resources:***

- **Central:** should include craft knives, steel rulers & mats, construction tools, wood, plastics, card, glue guns, bench hooks, saws, drills, materials for wheels & axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics & pneumatics) etc.

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<td colspan="2">HISTORY – COMMUNICATION TEAM</td>
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Historical skills and understanding are best developed through the first project 'Who am I?' However, there could be some exploration of diets in the past in the second project.

**'Who am I?':**

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***General:***

- **The 5 key elements of history:** chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication.
- Children need to ask questions about aspects of the past & think about whether/how they can be answered. Some questions will be factual e.g. 'When was Matisse born?' others will be opinion e.g. 'Why did Matisse love colour?' Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. looking at his paintings.

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| **Local History – Who am I as a child in KX?**<br><br>- Explore KX in the past, look at maps/photos.<br>- Discuss how it is the same/different to present day.<br>- Research some famous KX/Camden people. What did they do? How did they impact on KX/Camden?<br>- Go to museum to further research.<br><br>**Rosa Parks – link to Power of Reading – Lila and the Secret of rain.**<br><br>**Suggested activities:**<br>Learn about Rosa Parks using video, books, online research etc.<br><br>NC guidance:<br>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.<br><br>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify | ▪ **Chronology:** relating periods of history to children's own lifespan and those of their families e.g. Matisse was born before my grandparents were born. Explore a person's life or a series of events e.g. a basic idea of what it was like when Matisse lived.<br>▪ **Knowledge and understanding:** being able to talk or write about a historical figure – when and where they lived; what they achieved; their life's work; to talk or write about events or a series of events. Where there is a meaningful purpose for the historical investigation (e.g. Matisse gallery), the knowledge and understanding comes alive rather than being inert facts.<br>▪ **Historical interpretation:** exploring how we can say things about the past – using different sources of evidence and understanding what they tell us. Recognising that evidence can be from different perspectives e.g. Matisse's letters give you his point of view but not what other people thought. Photographs, paintings can give a false impression. Primary sources are from the time itself or directly from people involved. Secondary sources are removed from the event or time e.g. books, letters written by those indirectly involved. Children need not to believe everything they read – whether primary or secondary source.<br>▪ **Historical enquiry:** generate interesting questions that will lead to in-depth enquiry e.g. 'What kind of an artist was Matisse?'<br>▪ **Organisation and communication:** learning how to collect information, ideas, evidence etc and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc.<br>***Resources:***<br>▪ **Artefacts, books, photos, films:** sourced largely from Camden Library Services, the internet and children's homes.<br>▪ **Environmental resources:** the school, local buildings, museums, galleries, local people, staff etc. |

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| different ways in which it is represented. | |
| **GEOGRAPHY – COMMUNICATION TEAM** | |
| **Who am I? Compare town in UK with a town/area of African country.**<br><br>**Place knowledge**<br><br>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<br><br>Suggested activities:<br><br>Link with Power of Reading – Lila and the secret of rain to compare the UK with a part of Africa (Kenya). Draw comparisons, create tables, fact sheets etc to compare geographical and human features in London/Nairobi.<br><br>**What is a good diet like?** Link to farming in the UK and around the world. Think about where foods come from, how they are farmed etc.<br><br>**Locational knowledge**<br><br>Suggested activities:<br><br>Name and locate the world's seven continents and five oceans.<br><br>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | ***General:***<br>▪ **The 4 key elements:** places; patterns & processes; environmental relationships and issues; geographical enquiry and skills.<br>▪ **Places:** Ask questions about aspects of local/global places. Begin to identify key features and make comparisons.<br>▪ **Patterns and processes:** exploring why places are as they are, why people live where they do, how places have changed and why, why businesses and other amenities are located where they are, impact of weather and other physical conditions.<br>▪ **Environmental relationships and issues:** exploring children's and other people's different views about the local environment and change; the impact of environmental change e.g. pollution, climate change, recycling and waste etc. Exploring how to manage the environment e.g. promoting bicycle use and walking to school.<br>▪ **Enquiry and skills:** generating questions worth investigating. Make direct observations about places and the environment and use maps, atlases and other secondary sources. Use simple equipment e.g. anemometer (wind measure).<br>▪ **Recording:** notes, ideas, questions, plans for enquiries, sketch maps, observations and journals from fieldwork, data collected e.g. questionnaires, traffic count, tables and charts (link to Handling data). Geographical conclusions and thinking can be used for some meaningful purpose and presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc.<br>***Resources:***<br>▪ **Maps, atlases, plans, photos, films:** sourced largely from Camden Library Services, the internet and children's homes.<br>▪ **Environmental resources:** fieldwork in the school grounds, locality, trips, local people etc. Weather instruments etc. |

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| and its surrounding seas | |
| **MUSIC – CREATIVE TEAM** | |
| **'Who am I?'**<br>**Suggested activities:**<br>• Listen to different styles of music: discuss what kinds of music you like listening to and why.<br>• Using your body to create sound effects for stories. Create a story with sound effects. Listen to Bobby McFerrin.<br>**'What is a good diet like?'**<br>**Suggested activities:**<br>• Add musical accompaniment to poems about food. | ***General:***<br>▪ Music will not be taught during PPA for this year; therefore, we will need to sustain Jennifer Smith's good work last year in class. We are exploring how to use the expertise among the teaching staff to support the teaching of music in each phase, particularly composition.<br>▪ **Composition and performance:** in Nursery and Reception, specialist singing teaching is provided; three choirs support singing across the school; we are looking to develop singing in assemblies. Teachers need to promote singing in class to support the assembly songs and where there is a link to the project – further guidance to follow.<br>▪ **Instrumental tuition:** Year 4 – cellos and violins in one class - recorders in another; Year 5 – Soundstart: woodwind, brass and percussion band. Other children are involved in Suzuki violin or flute taught by external tutors which is paid for.<br>▪ **Listening and appraising:** there are many opportunities in learning projects to develop children's skills in listening closely to music, commenting and responding using different media.<br>***Resources:***<br>▪ **Central:** a range of tuned/untuned instruments. Recordings for listening & appreciation to be developed on the network. |
| **PSHE – THINKING TEAM** | |
| **PSHE links to the learning projects.**<br><br>**Who am I?**<br><br>- How can I co-operate?<br><br>**What is a good diet like?**<br><br>- What keeps me healthy? (Food, fun and fitness).<br><br>See Camden PSHCE scheme of work. | ***General:***<br>▪ Many of the themes of PSHE can be addressed in the day-to-day practice and organisation of the class and school e.g. hygiene through washing hands before lunch; identity by exploring languages spoken at home etc.<br>▪ **During key stage 1** pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.<br>▪ They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well; take some responsibility for themselves and their environment, and begin to make informed decisions; learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class & school community, they learn social skills, take turns, play, help others, resolve arguments & resist bullying.<br>▪ They begin to take an active part in the life of their school and its neighbourhood. |

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| | ▪ **Personal learning** is about developing a sense of identity & confidence. Children develop their own distinctive characters, learning to take responsibility, show commitment & leadership, acting as a role model & contributing to the community.<br>▪ **Social and emotional learning** is one of the six areas of the Learning Toolbox. We believe that ALL learning involves emotions and almost all learning is social. Children need to become aware of their emotions and learn to manage them. They need to develop the skills to work with others, to show leadership and to make decisions.<br>▪ **Health education** developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships.<br>***Resources:***<br>▪ **Photos, images, artefacts, stories etc:** from the internet, Camden Library Service, staff, home. Guidance held centrally. |
| **RELIGIOUS EDUCATION – THINKING TEAM** | |
| **'Who am I?'**<br>**Suggested activities:**<br>• Consider: 'What makes me who I am?'<br>• What do I want to be like? What do I need to do to be like that?<br><br>**'What is a good diet like?'**<br>**RE theme: Food**<br>**Suggested activities:**<br>• Explore: Why is food important to people? Why is food important at celebrations?<br>• How can food bring people together?<br>• Why do people fast (Ramadan, Lent etc)? What does it feel like to be hungry? | ***General:***<br>▪ We follow the Agreed Syllabus for Camden schools. This means that children learn about various aspects of the major religions and systems of thought. They explore beliefs but belief does not have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion. Our message is that every single child can experience the wonder of the world and life; every child can think about moral issues and learn about other people.<br>▪ The main aim is for children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address.<br>▪ Children should see the commonalities between different sets of beliefs as well as recognising the differences.<br>▪ Religious Education is not primarily about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered.<br>▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse school as King's Cross Academy, people with different beliefs need to learn together and learn about each other.<br>▪ Religious Education is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and often beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain—can be awe-inspiring. At the same, time we can learn to appreciate simplicity and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. We can all learn to be calm and reflective.<br>▪ As children move through the school, they should begin to engage with difficult moral issues such |

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| | as how we might respond to the suffering of others. Areas that religious education can consider include: death and grief; loss; how we celebrate; people who help us; conflict; things that are important to us; our families.<br>▪ Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion.<br>▪ Assemblies explore stories from the major religions and systems of thought as well as non-religious stories about moral issues or the nature of the world.<br>***Resources:***<br>▪ **Artefacts, photos, books, films, puppets etc:** from Camden Library Service, internet, some held centrally.<br>▪ **Environmental resources:** visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc). |
| **Spring School Improvement focus:**<br>▪ Continuing to develop high quality dialogue across the curriculum (including lesson study, learning journals etc).<br>▪ Monitoring focus: mental mathematics (Thinking Team). | |