



King's Cross Academy

Year 2 – Curriculum Map Summer Term – 13 weeks

Learning Questions: 'Does everything change?' 'How are places different?'

General guidance: also see 'Guide to Planning and Teaching Using the KCA 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.

Initial experience suggestions:

- **'Does everything change?'**: experience change in various contexts e.g. film of plants growing, of crystals forming, of landscapes changing, of climate change. Keep a photo-diary of weather changes; a log of temperature change. Look at photographs from the past and compare with today (e.g. clothes, buildings transport etc). Listen to music in which the same theme changes e.g. variations.
- **'How are places different?'**: Visit the local environment or a contrasting place. Look at photographs and film of different places. Discuss the key features to think about in exploring places: land use (buildings, farmland, wild, business, leisure etc); people (working, living, many, few etc).

The KCA Learning Toolbox:

- 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.
- 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 Toolbox, adults using the Toolbox language and modelling, practical examples of each toolset: Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning.
- Continue to notice and draw attention to the Toolsets *during* the learning 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

How to approach the Learning Questions:

'Does everything change?'

- This project should help children to notice things that change and things that stay the same in the world around them.
- Change is a fundamental part of life and it can be uncomfortable and difficult; dealing with change is an important life skill. By realising that they change (learning is a type of change in yourself), children can be more prepared to cope positively with change around them. They can begin to appreciate which changes are within and beyond their control.
- Change is a key concept in all subject areas e.g. irreversible and reversible change in material science, change over time in history and geography, change by operating on quantities or shapes in mathematics etc.

'How are places different?'

- Recognising that there are different types of places and what their features are is a fundamental concept in geography.
- The idea of habitats is key in Science (laying the foundations for children later to understand natural selection i.e. adaptation to environment).
- Children should also develop greater awareness of their own local environment and how it differs to other places.

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 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,

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 London?’

Evaluation:

- Periodically, the teacher needs to reflect on the general progress of the project with the children, artists 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.

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 Curriculum Team Leader.
- **Internet and The 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.
- **Library Service:** there is a wide range of artefacts and topic-related books that can enrich a project.
- **Trips and visits:** 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 be 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.
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LEARNING PROJECTS	GUIDANCE
ENGLISH – COMMUNICATION TEAM	
<p style="text-align: center;">Does everything change?</p> <p>Link to History (Pompeii – The Eruption of Vesuvius) and DT – constructing houses/contrasting localities in the world.</p> <p>Traditional and extended Stories: Mia’s Story by Michael Foreman</p> <p>(This story is set beneath the Andes in South America, where the people live off reclaimed materials from the city. The story of Pompeii could be compared and contrasted – a place in Italy, subject to natural disasters. What changed in Mia’s story – she brought the flowers to create beauty and possible wealth for the family. The changes in Pompeii were devastating – what it is like now in 2018? What changes were made after the eruption?)</p> <p>Suggested writing activities:</p> <ul style="list-style-type: none"> • Write a character study of Mia. What are the key events that happen to change her life? In what ways does she help to possibly transform her experience for the future. Use evidence from the text to back up your 	<p>General:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders. ▪ Power of Reading: some texts are not linked to the learning projects directly and are separate; where possible, link Book Power to the learning project. ▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher’s own writing as well as books. <p>Discrete:</p> <ul style="list-style-type: none"> ▪ Skills & knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily. ▪ Phonics 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 <i>applied</i> 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. Handwriting needs to be taught and practised, following the Nelson scheme. The aim is a quick, fluent style used in all writing. <p>Project-based:</p>

opinion.

- **Map out Mia's journey and the key changes that happen** – use the text to exemplify the notes that accompany the sketches showing the changes. E.g. the star flowers that change the environment in Mia's village. The house they live in at the moment and the possible brick house that the family dreams they may have in the future. Poco the dog as a puppy and when he arrives in the city as an adult dog. Children to annotate their maps accordingly.

- **Write a letter from Mia** to possibly the Mayor of the city asking whether anybody may have seen Poco the dog. The letter could detail where she has looked already, how much she misses him, asking for help to find him. Could also include a sketch of the dog...(This could be written after the character sketch – would help the children to write in role as Mia)

Historical Enquiry:

- Write a report about what Pompeii tells us about the past. Use non-fiction texts and other sources to research, write notes and then organise a short report detailing main points of information and explaining reasons.

- **Design and Technology:**

Write an evaluation of DT enquiry. What have we learned about house structures? What is possible to do, to withstand natural disasters such as an eruption?

- **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 cupboard on the right before you get to the 'launch pad' area and must be processed and returned - they must not go home.
- **Every class should have:**; Letters and Sounds; Exemplification for Spelling; Guided Reading Folder;
- **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs on every group's table and maintained by the children.

How are Places Different?

Traditional and extended Stories: 'The Princess and the White Bear King' by Tanya Robyn Batt.

Link to History & Geography - E.g. Scott and Shackleton – explorers of the Antarctic – their experiences of the North and extreme cold, provides an understanding of where a contrasting fictional story may have been set. Develop imagery for writing, both in fiction and non fiction.

Suggested writing topics: As well as suggested Book Power activities -

- **Mapping - create a fictional map** of the Princesses' journey, plotting forests, lakes, mountains, snowdrifts, the three cottages, the river – use the repeating text 'a land that lies East of the sun and West of the moon' to connect events. Explore North, South, East and West. Annotate the maps using writing to explain the geographical setting.
- **In contrast create the map of Scott or Shackleton's journey to the Antarctic** – annotate, explaining the geographical landscape that he travelled through.
- **Write a diary for the Princess** – in role – choose a section of the story to describe what she saw, how she felt...Use the senses to create the journey in writing using

<p>metaphor and similies</p> <ul style="list-style-type: none"> • Write a diary for Scott or Shackleton – in role – detailing a part of the journey that the children most engage with. Use evidence from non-fiction texts or other sources to describe the places that he journeyed through. • Link to Geography – write a short report on ‘Seven Sisters Country Park’ – in Sussex, detailing the contrasting locality – following on from the fieldtrip. Take photographs of the coastline and the South Downs make sketches of local plants etc. Create a leaflet to show others why it is a good place to visit – perhaps the next year 2 class, for parents to read? Compare and contrast with Camden – what are the positive features of both places? 	
MATHEMATICS – THINKING TEAM	
<p>Both projects can touch on all mathematical strands.</p> <p>‘Does everything Change?’</p> <p>Counting and understanding number: how do numbers in base 10 change as they increase? How does position affect the meaning of a digit (place value)?</p> <p>Number facts: exploring patterns in the multiplication square.</p> <p>Calculating: exploring ways to multiply mentally (e.g. $x 20 = (x10) \times 2$ $x 15 = (x 10) + (x 10/2)$ etc. Using function machines to explore change to quantities and inverse functions (reversible change – link to Science).</p> <p>Understanding shape: how can shapes change</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ 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 scheme provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the scheme 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).

<p>(rotation, reflection, translation etc)? How can we change different shapes in the same way?</p> <p>Measuring: measuring shapes before and after being changed in some way e.g. does reflection affect the dimensions of a rectangle, circle etc? Measuring growth of plants over time.</p> <p>Handling Data: Collecting plant measurements and representing them e.g. line graph</p>	<ul style="list-style-type: none"> ▪ Look at the current unit within the Framework; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful. Annotate the unit plan to show the sequence of teaching; you can use the learning project medium planner if you need to change the unit plan significantly. ▪ Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions.
<p style="text-align: center;">‘How are Places Different?’</p> <p>Counting and understanding number: estimating populations of animals/people in different places. How many people in the school, in Camden, in London, in England etc?</p> <p>Number facts: using number facts to solve environmental problems e.g. how many petals on different numbers of flowers (5 petals on one flower, three flowers have 15 petals).</p> <p>Calculating: calculating to solve environmental problems e.g. ‘...one tree has 8 ladybirds so I estimate that 6 trees have 8 x 6 ladybirds.’</p> <p>Understanding shape: Exploring shapes that are common in different environments e.g. different paving stones, cobbles, tiles, window shapes etc. What shapes are common in natural environments?</p> <p>Measuring: measuring shapes found in nature e.g. leaves, flower petals. Measuring features of the built environment e.g. are all paving stones the same length and width?</p> <p>Handling Data: frequency of different plants, animals in the local environment – e.g. ladybirds.</p>	<p>Skill development/practice:</p> <ul style="list-style-type: none"> ▪ Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school or home 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. ▪ 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!). <p>Problem-solving/enquiry:</p> <ul style="list-style-type: none"> ▪ All mathematics can be explored through collaborative problem solving and enquiry. ▪ 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. ▪ 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. ▪ Problem solving and enquiry is recorded usually in plain books. <p>Resources:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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

	<p>3D shapes, money, rulers etc.</p> <ul style="list-style-type: none"> ▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc.
SCIENCE – PHYSICAL TEAM	
<p style="text-align: center;">Science</p> <p style="text-align: center;">How are places different?</p> <p style="text-align: center;">Living things and their habitats</p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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. <p style="text-align: center;">Sc2 ‘Does everything change?’</p> <p style="text-align: center;">Plants</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding. ▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas. ▪ Science teaching needs to develop key skills: <ol style="list-style-type: none"> 1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests; 2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings; 3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning <p>Skill and knowledge development:</p> <ul style="list-style-type: none"> ▪ Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or home 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. ▪ 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. ▪ Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience. ▪ Recording: focus on children’s scientific thinking rather than just factual information. Science should be recorded in the Project Book. <p>Scientific enquiry:</p> <ul style="list-style-type: none"> ▪ Science needs to be mainly taught through investigation and enquiry (Sc1). ▪ 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.

Pupils should be taught to:

☑ 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.

- Children should have the opportunity to go through the entire cycle at least once a term.
- 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.
- 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.
- 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.

Growing:

- During the year, your year group is responsible for maintaining a planter. This will involve planting, watering and tending.
- 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.
- You will need to have a group of gardeners to plant, either with the teacher or TA.
- Every few weeks, a group of gardeners can check on developments.
- In **Autumn** the children **planted tulips, snowdrops, and Narcissus** – they **should continue to monitor growth through the Spring term.**
- **This Spring Term** – plant carrots, and Candytuft. The carrots can be planted straight into the large planters in the Kitchen garden before the end of the Spring Term.
- **Summer term** – plant Candy Tuft in May - flowers in June.
- Monitor the growth of the carrots through to harvest (take photos, make observations, add notes, detail what they have learned in writing, make a book to show changes) – use carrots to make a salad at the end of the summer term.
- Sketch the Candy Tuft flowers, notice the colours and whether they attract butterflies and hoverflies. Take photos, watercolour paintings – record in whatever way appropriate. Use writing to note changes and what children have observed.

Resources:

- 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.
- 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.

COMPUTING – CREATIVE TEAM

How are places different? Handling Data

Shared branching database and pictogram making on JIT, covering the key skills and success criteria below:

Suggested activities:

Create a branching database to identify different types of mini beast.

Create bar charts to show different numbers of mini beasts found in the local environment etc.

Cover the SC below:

Branching Databases

can use a branching database to find objects using yes or no questions

I can add objects to a branching database with help

I can think of questions with yes / no answers.

I can enter information into a simple branching database and use this to answer questions

Graphing

I can add information into a table

I can use the computer to make a pictogram or bar chart

I can add labels and numbers to a pictogram or bar chart

General:

- 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.

ICT learning at KCA focuses on the following key skills:

- Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, KCA HUB)
- Designing, developing, exploring and evaluating models of real and imaginary situations (e.g CD ROMS, internet sites, blogs)
- Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo)
- Making informed judgements about ICT applications and information presented through use of ICT.
- Exploring attitudes and giving views towards ICT.

ICT as a cross-curricular tool

- Learners at KCA should apply ICT capability to support and enhance their learning across the curriculum.
- Through continuous access to well-organised ICT, learners at KCA can choose to use ICT to assist their learning at any time, just as they might switch on a light when needed.
- Teachers must plan opportunities for learners to make informed decisions on the best ICT for a particular learning task.
- 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.

Health and Safety

- I can use graphs to ask and answer questions
- I can use ICT to edit and change information quickly.
- I can talk about how ICT helps me organise my information

Saving and retrieving work

- I can save work using sensible names
- I can open documents from 'My Documents'

Does everything change? Modelling & Simulation

Suggested activities:

Use 2diy and paint packages with reference to topic, covering the key skills and success criteria below:

Simulations and Gaming

- I can explore what happens when I change information in simulations
- I can use a simulation to make and test predictions (e.g. BBC Science clips, virtual experiments)
- I can talk about the rules found in a simulation or game?
- I can use simple software or online tools to create a simulation or a game for another person to use (e.g. 2diy)

Graphics

- I can use paint packages to create pictures
- I can create a stamp to make patterns and designs
- I can use 'undo' and 'redo' when editing my work
- I can use tools in graphics/paint programme to improve my work

I can describe to others how I used paint package and my reason for using the tools I did.

- It is the responsibility of staff and children at KCA to know and follow the rules for computer and Internet use.

Moving towards the future – the KCA HUB and the Virtual Learning Toolbox:

- 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 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: lap-tops; Suite: PCs, IWB, e-microscopes, scanner; dataloggers (Science); visualisers.

PHYSICAL EDUCATION – PHYSICAL TEAM	
<p>1st half:</p> <ul style="list-style-type: none"> • Gym- Create and perform short, linked sequences that show a clear beginning , middle and end and have contrasts in speed; • Games- Dribbling, kicking & hitting games. <p>2nd half:</p> <ul style="list-style-type: none"> • Dance- Create and perform dances using simple movement patterns, including those from different cultures; • Games- competitive net/striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending. <p><i>Refer to Val Sabin for games and dance ideas</i></p>	<p>General:</p> <ul style="list-style-type: none"> ▪ 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.: <i>planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise</i> ▪ 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) ▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE. ▪ 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). ▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance. ▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with KCA’s Food Policy (no chocolate, crisps or fizzy drinks). ▪ 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. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Central resources: a range of equipment is available in the PE store. Children are not allowed in the PE store unsupervised. ▪ 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	
<p>Art this term is focused on the second learning question ‘How are places different?’ However, sketchbooks should be used extensively in both learning projects.</p> <p>Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about ‘Does everything change?’ and ‘How are places different?’</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ Children need to develop artistic skills and techniques but also <i>apply</i> these creatively. ▪ The key elements of Art are: pattern, texture, colour, line, tone, shape, form, and space. ▪ 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. ▪ Most artistic work starts with some sort of stimulus and observation. There can be plenty of

Suggested sketchbook activities:

- 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.

'Does everything change?':

Suggested sketchbook activities:

- Making a sequence of sketches or photos that show something changing e.g. a person moving, an ice cube melting etc.
- Create before and after sketches and photos e.g. a full glass and an empty glass, a cereal bar and an empty wrapper with crumbs etc.

'How are places different?':

Suggested sketchbook activities:

- Sketch and photograph different areas in the local environment. Explore what the key features of place are: colours, textures, sounds, buildings/materials, vegetation, people etc?

'How are places different?': Photography focus

Suggested activities:

- Create a photographic record of a place.
- Create a montage of shots to represent a place.
- Devise an imaginative shot that conveys feelings etc about a particular place.

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.

- Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.
- **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).
- **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.
- **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.
- **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.
- **Sketchbook Ground rules:** it is essential that children know, discuss and refer back to the ground rules for using sketchbooks:
 1. *Be clear about the purpose of what you are doing in the sketchbook.*
 2. *When collecting observations from the environment or objects, always look closely and carefully.*
 3. *Use different media to collect observations: pencil, crayon, photos etc.*
 4. *Stick things in that might help e.g. leaves, fabric, papers etc.*
 5. *Be creative – make your sketchbook interesting to look at.*
 6. *Make notes and collect other people's comments and suggestions.*

Resources:

- **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.
- **Central resources:** clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage

	<p>materials, modelling materials, textile materials and equipment e.g. needles, plasticine, photography equipment etc.</p> <ul style="list-style-type: none"> ▪ Environmental resources: the school building, the local environment, museums, galleries, places of interest. ▪ Artists-in-residence: Daniel Baker (Cubitt Artists) – visual arts including graphic arts and animation; Chloe Purcell (Little Angel) – puppetry.
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DESIGN and TECHNOLOGY – PHYSICAL TEAM

<p>D&T should focus on the first learning question this term.</p> <p>‘Does everything change?’ Learning question: ‘How can we build structures (e.g. houses) that could survive a natural disaster?’ Link to history (Pompeii). (Build on Year 1’s Billy-goat gruff house-building experience). Suggested activities:</p> <ul style="list-style-type: none"> • Explore how houses are designed and built. What are foundations? How are buildings held up (e.g. girders, pillars, arches etc)? • Design a model house that has features to withstand a natural disaster e.g. volcanic eruption. Think about what the dangers will be and how you can reduce them e.g. reduce the size, number of windows, strengthened walls, lightweight materials etc. • Construct the model house. 	<p>General:</p> <ul style="list-style-type: none"> ▪ The three types of D&T activity are: <ol style="list-style-type: none"> 1. Investigating and Evaluating Products; 2. Focused Practical Tasks; 3. Design and Making Activities. ▪ 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 – 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: <ol style="list-style-type: none"> 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). <p>Key concepts/techniques of D&T:</p> <ul style="list-style-type: none"> ▪ 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.
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	<ul style="list-style-type: none"> ▪ 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. <p>Resources:</p> <ul style="list-style-type: none"> ▪ 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.
HISTORY – COMMUNICATION TEAM	
<p>Historical skills and understanding are mostly developed through the first project ‘Does everything change?’ The second project includes a <u>brief study of Scott or Shackleton.</u></p> <p>How are places different?</p> <p>Suggested activities: Research Scott or Shackleton (link to Geography)</p> <p>national curriculum guidance:</p> <p>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.</p> <p>‘Does everything change?’: Enquiry into an event: Pompeii – eruption of Vesuvius in AD79.</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ 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 did Vesuvius erupt?’ others will be opinion e.g. ‘How did people feel when Vesuvius erupted?’ Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. looking at what people have written about Pompeii . ▪ Chronology: relating periods of history to children’s own lifespan and those of their families e.g. Vesuvius erupted about 2000 years ago, about 300 x my age. Explore a person’s life or a series of events e.g. a basic idea of what it was like when Vesuvius erupted. ▪ 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. Pompeii museum), the knowledge and understanding comes alive rather than being inert facts. ▪ 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. Written accounts about Pompeii give you one point of view. 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

<ul style="list-style-type: none"> - Note take from video. - Use primary and secondary resources to research. - Create historical non-fiction texts. <p>National curriculum guidance:</p> <p>Events beyond living memory that are significant nationally or globally ‘How are places different?’</p>	<p>or secondary source.</p> <ul style="list-style-type: none"> ▪ Historical enquiry: generate interesting questions that will lead to in-depth enquiry e.g. ‘What does Pompeii tell us about the past?’ ▪ 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. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Artefacts, books, photos, films: sourced largely from Camden Library Services, the internet and children’s homes. ▪ Environmental resources: the school, local buildings, museums, galleries, local people, staff etc.
GEOGRAPHY – COMMUNICATION TEAM	
<p>‘How are places different?’</p> <p>Suggested activities:</p> <p>Explore Scott and Shackleton (link to History). Create simple maps of their routes, Revisit compass directions.</p> <p>National Curriculum guidance. Human and physical geography</p> <ul style="list-style-type: none"> ☑ 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 <p>Does everything change?</p> <p>Suggested activities:</p> <p>Collect data in science linked to weather patterns.</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ The 4 key elements: places; patterns & processes; environmental relationships and issues; geographical enquiry and skills. ▪ Places: Ask questions about aspects of local/global places. Begin to identify key features and make comparisons. ▪ 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. ▪ 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. ▪ 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). ▪ 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. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Maps, atlases, plans, photos, films: sourced largely from Camden Library Services, the internet and children’s homes. ▪ Environmental resources: fieldwork in the school grounds, locality, trips, local people etc. Weather

<p>Predict what the weather might do that week and give simple reasons. Collect data in tally charts and record in bar charts/pictograms etc.</p> <p>National curriculum guidance:</p> <p>☑ 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</p>	<p>instruments etc.</p>
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MUSIC – CREATIVE TEAM

<p>‘Does everything change?’</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Exploring how simple 4-beat and 3-beat rhythms can change. Include improvisation games. • Exploring dynamics using a child as conductor to signal louder/softer with some improvised or composed music. • Listen to variations e.g. Enigma Variations by Elgar – how does the mood of each variation change. <p>‘How are places different?’</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Composing music to represent different places. • Listening to music that evokes places e.g. Gershwin American in Paris, Vaughan Williams’ London Symphony. 	<p>General:</p> <ul style="list-style-type: none"> ▪ Music will be taught during Colour strings. ▪ Composition and performance: Singing will developed during musicianship as part of the Colour strings programme. Teachers need to promote singing in class to support the Colour strings songs and where there is a link to the project – further guidance to follow. ▪ Instrumental tuition: Year 2 upwards – children will choose whether to play the cellos or violins ▪ 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. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Central: a range of tuned/untuned instruments. Recordings for listening & appreciation to be developed on the network.
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PSHE – THINKING TEAM

<p>PSHE links to the learning projects.</p> <p>‘Does everything change?’:</p> <p>‘How are places different?’:</p> <p>Keeping safe at home and outside</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ They begin to take an active part in the life of their school and its neighbourhood. ▪ 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. ▪ 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. ▪ Health education developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Photos, images, artefacts, stories etc: from the internet, Camden Library Service, staff, home. Guidance held centrally.
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RELIGIOUS EDUCATION – THINKING TEAM

<p>‘Does everything change?’</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • How do we celebrate change? Birthdays etc. <p>‘How are places different?’</p> <p>RE theme: ‘Caring for Our World’</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Why is the world important for living things? • How can we look after the world and 	<p>General:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Children should see the commonalities between different sets of beliefs as well as recognising the
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<p>everything in it? Recycling, saving energy, reducing waste etc. Looking after animals.</p> <ul style="list-style-type: none"> • How can we make the part of the world we live in a better place? How should we treat people, animals and plants? 	<p>differences.</p> <ul style="list-style-type: none"> ▪ 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. ▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse school as KCA, people with different beliefs need to learn together and learn about each other. ▪ 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. ▪ As children move through the school, they should begin to engage with difficult moral issues such 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. ▪ 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. ▪ 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. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Artefacts, photos, books, films, puppets etc: from Camden Library Service, internet, some held centrally. ▪ Environmental resources: visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc).
<p>Summer School Improvement focus:</p> <ul style="list-style-type: none"> ▪ Continuing to develop high quality dialogue across the curriculum (including lesson study, learning journals etc). ▪ Monitoring focus: writing. 	