



Jewell Academy Whole School Curriculum 2020-2021

| Term | Autumn | | Spring | | Summer | | | | |
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| | Autumn 1 (8 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks) | | | |
| CORE PRINCIPLE FOCUS | <i>SELF-WORTH:</i> HIGH EXPECTATIONS – BEING THE VERY BEST YOU CAN BE IN YOUR SCHOOL AND COMMUNITY. | <i>ASPIRATIONS:</i> ‘WITH BIG DREAMS AND HARD WORK, ANYTHING IS POSSIBLE’ – ASPIRATIONS MEANS TO DREAM ABOUT THE FUTURE WHILE BEING INSPIRED IN THE PRESENT TO REACH THOSE DREAMS. | <i>ENGAGEMENT:</i> OPPORTUNITY – MATCHING YOUR INTERESTS WITH ACTIVITIES THAT WILL HELP YOU TO LEAVE SCHOOL WELL-ROUNDED AND CONFIDENT. <i>ENGAGEMENT:</i> CHALLENGE – MAKING YOUR LEARNING EXCITING AND RELEVANT TO THE REAL WORLD. | <i>ENGAGEMENT:</i> TALENT DEVELOPMENT – ENHANCING YOUR NATURAL STRENGTHS AND ABILITIES SO YOU THRIVE IN SCHOOL AND BEYOND. <i>ENGAGEMENT:</i> INNOVATION & ENTERPRISE – SUPPORTING YOUR CREATIVITY BY ENCOURAGING YOU TO ASK ‘WHY?’ AND ‘WHY NOT?’ | <i>PURPOSE:</i> MAKERS & CREATORS – BEING A CREATOR, NOT JUST A CONSUMER, OF TECHNOLOGY IN OUR DIGITAL WORLD. | <i>PURPOSE:</i> GLOBAL – HAVING THE CULTURAL AWARENESS NEEDED TO COMMUNICATE IN OUR INTERCONNECTED WORLD. <i>PURPOSE:</i> EMPLOYABILITY – EQUIPPING YOU WITH THE SKILLS AND ABILITIES YOU’LL NEED TO EXCEL IN OUR EVER-CHANGING WORLD. | | | |
| LEARNING SKILL FOCUS | <i>TEAMWORK</i> | | <i>INDEPENDENCE</i> | <i>RESILIENCE</i> | <i>COMMUNICATION</i> | <i>SELF-MOTIVATION</i> | | | |
| WELLNESS FOCUS | <i>PHYSICAL</i> | | <i>INTELLECTUAL</i> | <i>SPIRITUAL</i> | <i>INTERPERSONAL</i> | <i>ENVIRONMENTAL</i> | | | |
| Year 2 | BELONGING (2 weeks) Text: Only One You | This is Me! DQ: How can we as Y2 create an assembly for our parents to represent where we belong? (Geography) | Victorious Victorians. DQ: How can we, as Victorians, design and create a moving toy for a Great Jewell Toy Exhibition? (History) | Happy and Healthy Me! DQ: How can we, as healthy eating experts, encourage others to be healthy? (Science) | Fire and Flames! DQ: How can we, as fire-safety officers, ensure the safety of our homes and community? | Wonderful Wildlife DQ: How can we, as citizens of the world, ensure the future of endangered species? (Science) | Around the World - Carnival. DQ: How can we, as a community, arrange a celebration which represents our similarities and differences? (Geography/SMSC) | Thinking to the future. 10 things I can do to help my world. | |
| | 2 weeks Baselining | English Text: The Pirates Next Door How to wash a Woolly Mammoth (linked to pets) | English: Queen Victoria’s Bathing Machine Lily and the snowman (film unit) | English: How to Hide a lion The Twits The Black Hat (film unit) Bears do not eat egg sandwiches/ Shopping Basket (LA) | English: The Real Story of the Three Little Pigs La Luna (Literacy Shed)(film unit) | English: Bog Baby Storm Whale | English: One Night Far from here (CLPE planning on drive) Lila and the secret of rain with Zahara - film short. Rudyard Kipling’s - Just So Stories Too much talk (African folk tale) | | |
| | | Writing to.. Poetry: Sense poems, acrostic poems linked to belonging Fact File about ourselves Pirates next Door: Character Descriptions. How to Wash a Woolly Mammoth: Instructional Writing/innovation (T4W) | Writing to .. Queen Victoria’s Bathing Machine - Diary recount- of a Victorian child, Newspaper Article from the point of view of the Sailors. The Ugly Duckling Innovating stories | Writing to Use Shopping basket/ Bears do not eat egg sandwiches: T4W Innovation - Narrative Persuasive Write - linked to the Twits | Writing to: Letter writing- la luna. Make predictions to write own ending (narrative) Poetry - linked to GFOL Three Little Pigs: Wolf’s diary. Non Chron report? | Writing to: Recount of trip/ animal encounter. Persuasive Write linked to Bog Baby | Writing to: Poetry Write their own folk tale | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise Within age-appropriate texts | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise Within age-appropriate texts |
| | | Maths: • place value • addition • subtraction | Maths: • money • multiplication • division • Addition • Subtraction | Maths: Multiplication and Division • Geometry - properties of shape • statistics | Maths: • Fractions • geometry - length and height | Maths: (Geometry - position and direction • problem solving and efficient methods | Maths: • investigations Time Measures: Mass, Capacity and Temperature. | | |

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| | | <p>This is Me! 7 Continents of the World. Revise Oceans. Recap UK countries with focus on surrounding seas.</p> <p><u>DQ: How can we create an assembly for parents to represent where we belong?</u></p> | | | | | | <p>Around the World Recap 7 Continents of the World. Compare and contrast Townsend, UK to Mugurameno, Africa.</p> <p><u>DQ: How can we, as a community, arrange a celebration which represents our similarities and differences.</u></p> | |
| | | | | <p>History: (Victorians) Victorious Victorians.</p> <p>DQ: How can we, as Victorians, design and create a moving toy for a Great Jewell Toy Exhibition?</p> <p><i>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Hi1/1.3 significant historical events, people and places in their own locality –</i></p> <p><i>Hi1/1.2 events beyond living memory that are significant nationally or globally.</i></p> | | <p>History: Fire and Flames! DQ: How can we, as fire-safety officers, ensure the safety of our homes and community.</p> <p><i>Hi1/1.2 events beyond living memory that are significant nationally or globally.</i> <i>The Great Fire of London.</i></p> | | | |
| | | <p>Science:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring that grow into adults find out and describe the basic needs of animals for survival | | <p>Science:</p> <ul style="list-style-type: none"> Use of everyday materials - linked to then and now (Victorians / materials through time). | <p>Science:</p> <ul style="list-style-type: none"> describing the importance of exercise healthy eating and hygiene for humans | <p>Science:</p> <ul style="list-style-type: none"> Use of everyday materials - linked to GFOL, different properties and purposes. | <p>Living things and their habitats</p> <p>Why do different animals live in different places?</p> <p>Plants</p> | <p>Forest Schools - linked to science curriculum</p> <p>Living Things and their habitats (insects and micro habitats)</p> | |

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| | | | | What should I do to grow a healthy plant? | |
| | Art: Technique Development: Self Portraits Artist Study: Picasso | | | Art: Technique Development: 3D animal models Artist Study: Michelle Reeder | Art: Technique Development: African Printing Artist Study: Esther Mahlangu example of Ndebele artist. |
| | Computing: E-safety: NOS Managing Online Information Esafety: Privacy and Security | Computing: Coding: Unit 2A Different sorts of input | Computing: E-safety: Health, wellbeing and lifestyle | Computing: Unit 2B: Buttons and Instructions Esafety: Online bullying Esafety: Copyright and ownership | Computing: Coding: Scratch Jnr – https://www.scratchjr.org/teach/curricula/animated-genres |
| | PSHE and SRE (British Values): Being Me Help others feel welcome Try to make my school community a better place Think about everyone's rights to learn Care about other peoples feelings Use kind words know how to give and receive compliments | PSHE and SRE (British Values): Celebrating Differences Accept everyone is different Include others in working and playing Know how to help if someone is bullied Try to solve problems Be kind to others | PSHE and SRE (British Values): Dreams and Goals Stay motivated when doing something challenging Keep trying even when its difficult Work well with a partner or a group Have a positive attitude Help others to achieve their goals are working hard to achieve goals and dream | PSHE and SRE (British Values): Healthy Me Have made a healthy choice have eaten a healthy diet have been physically active have tried to keep themselves and others safe Know how to be a good friend and have healthy friendships Now how to keep calm and deal with difficult situations | PSHE and SRE (British Values): Relationships Know how to make friends Try to solve friendship problems when they occur help others to feel part of a group show respect in how they treat others know how to help themselves or others if they are hurt or upset Know and show what makes a good relationship PSHE and SRE (British Values): Changing Me Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see are happening in themselves Understand and respect that changes that they see are happening in others. Know who to ask for help if they are worried about change Are looking forward to change |
| | Music: (See Charanga planning) Unit: Hands, Feet, Heart Style: South African styles Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles. | Music: (See Charanga planning) Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles. | Music: (See Charanga planning) Unit: I Wanna Play In A Band Style: Rock Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. | Music: (See Charanga planning) Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles. | Music: (See Charanga planning) Unit: Friendship Song Style: Coming soon! Topic and cross curricular links: Coming soon! Music: (See Charanga planning) Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| | | DT/STEM: Mechanisms - wheels and axels | DT/STEM: Food - make a healthy soup | DT/STEM: Structures | Textiles: Making a puppet Joining and making templates Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). |
| | PE: Movement Skills • Static Balance • Dynamic Balance • Hopping and Jumping • Running and Dodging | PE: Dance • composition • performance • appreciation | PE: • Gymnastics • Floor Shapes • Floor Movement4 • Apparatus | PE: Ball Skills • Catching • Kick from the floor for accuracy • Kick from the floor for power • Foot dribble • Chest push for accuracy | PE: Bat/Racquet Skills • One/Two Hand strike for power • One/Two hand strike for accuracy • Underarm Throw • Overarm throw for accuracy • Catching (small size balls) Athletics • Overarm throw • jump for distance • jump for height • Sprint run • long distance run • leap |

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| | | | | | | • | • chest push | |
| | | <u>RE</u> Christianity What did Jesus Teach? Is it possible to be kind to everyone all of the time? | <u>RE</u> Christianity Christmas - Jesus as a gift from god Why do Christians believe God gave Jesus to the world | <u>RE</u> Islam - Prayer at home Does praying at regular intervals help muslims in their day to day life? | <u>RE</u> Christianity - Easter How important is it to Christians that Jesus came back to life after his crucifixion? | <u>RE</u> Islam Community and belonging Does going to a Mosque give muslims a sense of belonging? | <u>RE</u> Islam Hajj Does completing Hajj make a person a better muslim? | |