

## NETTLESWORTH PRIMARY SCHOOL CURRICULUM FRAMEWORK

Year Group	Subject	Autumn	Spring	Summer
2	Cornerstones Topic	Beat, Ban, Boogie Towers, Tunnels and Turrets	Bounce Street Detectives	Wriggle and Crawl Land Ahoy!
	Memorable Experience	Drumming ensemble  Visit a local Castle	Ball pool play  Walk Around the Local Community	Minibeast hunt  Visit a Marina/Boat Yard/Boating Lake
	Innovate Challenge	Joining the Duke's marching band  Make a Fortress for The Three Little Pigs	Organising a sports day for grown ups  Improve the Local Area	Minibeast life cycle animation Find Pirate Treasure
	Love to Investigate	Can water make music?  Can you make a paper bridge? Where do worms like to live?	Do all balls bounce? Why should I exercise?  How do plants grow in winter?	Do insects have a favourite colour? What is the life cycle of the ladybird? Do snails have noses? Where do snails live?  Why do boats float? Can you find the treasure?
	Literacy	Food * Fairy Tales	Zoo * Ourselves	Habitats * Pirates
	Numeracy	Number and place value Counting , reading and writing 2 digit numbers Addition Concrete, visual and number facts Subtraction Multiplication and division	Estimating and comparing Mental recall of number facts + - Partitioning and counting on strategies X division, repeated + - Arrays, grouping and using times table facts Geometry Measures, mass, capacity, money	Number and place value, estimating Comparing and ordering quantities Repeated + - Arrays , grouping and using times table facts Fractions

## NETTLESWORTH PRIMARY SCHOOL CURRICULUM FRAMEWORK

		<p>Geometry – properties of 2D and 3D shape</p> <p>Measures, length , capacity, money,time</p> <p>Mental calculation strategies</p> <p>Arrays and times table facts</p> <p>Fractions</p> <p>Position, direction, motion</p> <p>Data tallies, tables and pictograms</p>	<p>Ordering quantities</p> <p>Fractions, shapes and sets of objects</p> <p>Geometry, position and direction</p> <p>Measures – time</p> <p>Statistics – solving problems that involve data collection – tallies, tables and pictograms.</p>	<p>Geometry</p> <p>Measures – length, mass, capacity and money</p> <p>Partitioning and sequencing</p> <p>Fractions</p> <p>Geometry – position and direction</p> <p>Measures – time</p> <p>Data collection</p>
	<b>Science</b>	<p>Living things</p> <p>Animals including humans</p>	<p>Plants</p> <p>Habitats</p>	<p>Everyday materials</p> <p>Everyday materials</p>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Voice distortion</li> <li>• Create Castles using Drawing Software</li> </ul>	<ul style="list-style-type: none"> <li>• Web Searches; Common Uses of ICT; Digital Presentations</li> <li>• Photo Stories; Algorithms</li> </ul>	<ul style="list-style-type: none"> <li>• Debugging!</li> <li>• Programming; Using Presentation Software</li> </ul>
	<b>History</b>	<ul style="list-style-type: none"> <li>• Castles and Castle Life; Significant Individuals- Isambard Kingdom Brunel</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within Living Memory; Significant people, places and events in local area</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical people- Captain James Cook, Grace Darling; Famous Pirates</li> </ul>
	<b>Geography</b>	<ul style="list-style-type: none"> <li>• Get the outdoor beat</li> <li>• Amazing Structures around the World; Towers and Bridges in the Local Area</li> </ul>	<ul style="list-style-type: none"> <li>• Maps / OAA</li> <li>• Fieldwork in the Local Area; Human and Physical Features; Using and Making Maps with Keys; Looking at aerial images</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch maps</li> <li>• Using and Making Maps; Location Knowledge; Using and Giving Directions</li> </ul>
	<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Colour march</li> <li>• Structure using Natural Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Ball art</li> <li>• Sketchbooks; 3D Modelling; Sand Art; Seascapes</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Observational Drawing; Printing</li> </ul>

## NETTLESWORTH PRIMARY SCHOOL CURRICULUM FRAMEWORK

	<b>DT</b>	<ul style="list-style-type: none"> <li>Balloon drums</li> <li>Rubber band guitar</li> <li>Making Models of Towers, Bridges and Tunnels</li> </ul>	<ul style="list-style-type: none"> <li>Balloon-powered cars</li> <li>Selecting Tools and Materials; Baking; Sign Making; Designing Buildings</li> </ul>	<ul style="list-style-type: none"> <li>Exploring honey</li> <li>Mechanisms; Structures</li> </ul>
	<b>PE</b>	Gymnastics Games	Dance Games	Athletics OAA
Collective Worship Coverage  Using LAR linked to the Durham Agreed Syllabus	<b>RE</b>	<p>Buddhism – basic beliefs, history, worship Impact of belief/ faith on daily lives</p> <p>Christianity – Birth of Jesus, Christmas celebrations.</p> <p>Why is the bible special to Christians?</p> <p>What can we learn from the story of St Cuthbert?</p> <p>How and why is light important at Christian?</p>	<p>Judaism – basic beliefs, history, worship Impact of belief/faith on daily lives</p> <p>Hinduism- basic beliefs, history, worship Impact of belief/faith on daily lives</p> <p>What does it mean to belong in Christianity?</p> <p>How do Christians celebrate Easter?</p>	<p>Sikhism – basic beliefs, history, worship. Impact of belief/faith on daily lives</p> <p>Islam – basic beliefs, history, worship. Impact of belief/faith on daily lives</p> <p>How do Buddhists show their beliefs?</p> <p>What can we learn about our local faith communities?</p>
	<b>Music</b>	Using voices – range and pitch in singing and chanting	Listening to music and expressing preferences – what can we hear – how does it make us feel?	Combining sounds to create our own music

## NETTLESWORTH PRIMARY SCHOOL CURRICULUM FRAMEWORK

		Playing a range of tuned and untuned instruments	Communicating effect	
	<b>PSHCE</b> <b>UNCRC</b>	Feeling Good New Beginnings (Articles 27, 15,31) Getting on and Falling out (Articles 15,31,2,14,30,29) Say no to bullying week	Having Friends Going for goals (Articles 5,12) Good to be me (Articles 1,2) Relationships (Articles 7,8, 9,,10,12,16)	Being Safe Changes (Article 31)
	<b>MFL</b>	Little Languages	Little Languages	Little Languages