

Kestrel Mead Sticky Learning Curriculum

Year 2

Yr 2 As a designer and creator				
Prior Knowledge – Design, make, evaluate and improve	Design, make, evaluate and improve	Prior Knowledge – Construction	Construction. Mechanics and electronics	Subject Specific Vocabulary
D1 To identify a clear purpose and target audience for the product. D2 Create/discuss many designs D3 To create mock ups. D4 To use ICT to aid design. D5 To say what I like and don't like about my product.	D1 To follow given design criteria. D2 To identify a clear purpose and target audience for the product. D3 Create final design by drawing, labelling and listing materials. D4 To create mock ups. D5 To use ICT to aid design. D6 To say how to improve their products.	D10 To use joining techniques which allow movement – eg split pins. D11 To use scissors – along straight and wavy lines accurately. D12 Build structures and explore how to make it stronger, stiffer and more stable using glue and tape. D13 To begin to use clay/plasticine/play dough and mold into shapes – roll, flat, use cutters. D14 To use construction sets to secure wheels and axels. D15 To fold paper and curl paper. D16 Optional: Cut strip wood/dowel using a hacksaw and bench hook. D17 Begin to learn about use and name of tools and materials of tools.	D9 To create a lever from side to side with a paper fastener. D10 Experiment with, construct and join recycled, natural and man-made materials more confidently. D11 To create origami and pop ups using craft knives with support.	Plan Create Improve Evaluate Material Felt Cotton Stitch Needle Thread Join Cut Shape Lever Eatwell plate Balanced diet Names of fruit and vegetables Hygiene
D6 To explore different types of knots and tie shoe laces. D7 To glue sequins, beads, buttons, ribbons onto fabric. D8 To decorate fabric by printing, fabric painting/drawing, pattern on other material to glue on. D9 To join by tape and glue.	D7 To join by running stitch, over stitch, staple, weaving. D8 To use a variety of techniques to design material including weaving, sewing and fabric crayons.	D18 Claw knife technique, D19 snipping herbs, D20 all in one cake mixing, D21 scooping, D22 shaping eg bread D23 mixing to form bread dough D24 Knowledge of Eatwell Plate and a balanced diet. D25 Awareness of hygiene and safety. D26 Understand where food comes from – farm/home/shop and the process involved.	D12 Use senses to explore common fruit and vegetables. D13 Awareness of colour, texture, taste when choosing ingredients. D14 Bridge knife – harder foods, grating soft foods, D15 using a jug to measure liquids, D16 handling filo pastry D17 mashing, D18 crushing garlic D19 glazing	

As a geographer		
Prior knowledge	Knowledge in Year 2	Subject Specific Vocabulary
<p>Geographical Knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. Geographical Understanding Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the equator and the North and South Pole. Understanding Places & Connections Understand the human and physical geography of a small area of the U.K. (Hamilton- journey from Infants to Juniors and slightly beyond)</p>	<p>Geographical Knowledge G1: Develop knowledge of the human and physical geography of a small area of the United Kingdom. Geographical Understanding G2: Physical Themes: use basic geographical vocabulary to refer to the physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. G3: Human Themes: use basic geographical knowledge to refer to key human features, including city, town, village, farm, house, port and harbour Understanding Places & Connections G4: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK compared to a contrasting non- European country.</p> <p>Geographical skills and enquiry in Year 2 G5: Use simple compass directions (North, South, East and West) and locational and directional language.</p>	City centre, shops, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, farm, school, house, port and harbour, Compass, directions, North, South, East, West,

As an artist (YEAR 2)				
Prior learning (YR 1)	Drawing	Prior learning (YR 1)	Collage	Subject Specific Vocabulary
A1 - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. A2 - Begin to explore the use of line, shape and colour.	A1 Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. A2 Understand the basic use of a sketchbook and work out ideas for drawings. A3 Experiment with the visual elements; line, shape, pattern and colour.	A9 - Selects and sorts, cuts and tears. A10 - Sorts according to specific qualities, e.g. warm, cold, smooth, shiny. A11 - Create images from imagination, experience or observation. A12 - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	A8 Create textured collages from a variety of media. A9 Experiments with creating mood, feeling, movement and areas of interest. A10 Make a simple mosaic.	Fine Pattern Line Shape Detail Nature Comparison Still life Charcoal Coloured pencil Drawing Felt tip pen marker Secondary (colour) Light Dark Thick Thin Tone
A3 - Use a variety of tools and techniques including the use of different brush sizes and types. A4 - Mix and match colours to artefacts and objects. A5 - Work on different scales, e.g. large paper. A6 - Mix secondary colours and shades using different types of paint. A7 - Create different textures, e.g. mixing paint with sand, glue or sawdust. A8 – Resist with wax crayons or oil pastels.	A4 Mix a range of secondary colours, shades and tones. A5 - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. A6- Name different types of paint and their properties. A7- Work confidently on a range of scales e.g. thin brush on small picture etc.	A13 - Make marks in print with a variety of objects, including natural and made objects. A14 - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. A15 - Build a repeating pattern and recognise pattern in the environment.	A11 Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. A12 Design patterns of increasing complexity and repetition. A13 Print using a variety of materials, objects and techniques.	Artist: Jean-Michel Basquiat

As a historian			
Prior Eras	Historical Knowledge	Significant People	Subject Specific Vocabulary
Yr 1 - Great Fire of London - 1666 (Tudors and Stewarts) Guy Fawkes	H1 Chronological knowledge and understanding Know where people and events fit within a chronological framework. Deepen awareness of the past, using common words and phrases related to the passing of time.	Can my actions change the world? Emily Davison (and suffragette from Leicester) Martin Luther King	Significant figures Black History Historical period Living memory Significant National Global International Achievements Local Rosa Parks Punishment War Role of Women Suffragette Right to vote Protest Consequences Impact Influence Role Model Environment Activist
Prior Key	Historical Concepts	Medieval era – How has having royal family changed England? King Richard III King Henry VII King Henry VIII Queen Elizabeth II	
The Great Fire of London Guy Fawkes London History	H2 Continuity and change Identify similarities and differences between ways of life in different periods. (Medieval England and England today) H3 Cause and consequence Study the lives of significant individuals who contributed to national and international achievements and understand the effect they had on life today. (Princess Sophia Duleep Singh, Alice Hawkins and Martin Luther King) H4 Significance and interpretations Understand why the lives of individuals are considered to be significant. Identify the different ways history can be interpreted and begin to think about why there are interpretations.		
	Historical Enquiry	A study of ...	
	H5 Planning and carrying out a historical enquiry Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. Ask and answer questions about how similar life is today compared to specific periods in the past.	How significant people have influenced change. Medieval era	

As a confident person		
To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
SL1: To take turns to talk. SL2: To listen carefully to others. SL3: To seek clarification when a message is not clear. SL4: To understand more than a 2 step instruction. SL5: To remain focused on the speaker during a task. SL6: To seek clarification when a message is not clear.	SL10: To use subject specific pitched vocabulary to describe and explain. SL11: To suggest words or phrases appropriate to the topic being discussed.	SL13: To answer questions using yes and no. SL14: To say a sentence which is clear to understand. SL15: To speak confidently to a small group so that they understand the message that is being said.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
SL7: To know that different people hold opinions that are different from our own. SL8: To listen to the person who spoke before them. SL9: To begin to respond to somebody else's contribution and explain my point.	SL12: To begin to understand simple humour when hearing it.	SL16: To begin to hold eye contact when talking to someone. SL17: To speak confidently to a teacher and small group. SL18: To be able to take turns interacting independently. SL19: To initiate interactions with peers myself.

Year 2		
Prior knowledge	Information Technology	Subject Specific Vocabulary
Information Technology: Use technology purposefully to create and retrieve digital content	<p>Knowledge Use technology purposefully to create, organise, store and manipulate.</p> <p>Skills Create C1- To demonstrate ways of communicating with others online C2- To obtain content from the world wide web using web browser C3- To create digital content to achieve a given goal through combining software packages (Paint, Word) C4- To show awareness for the quality of digital content collected. Music to be removed and replaced with word. Organise/Store C5- To save, retrieve and organise work using file and folder names Manipulate C6- To change/edit media recorded C7- To talk about, retrieve and edit work based on feedback received</p>	<p>Information Technology</p> <p>Application Window Software Minimise Content Save, retrieve, organize Quality Change/Edit Launch Poster Project Function Behaviour Manipulate Feature</p>

Sticky Words						
Moral Concepts			Technical Concepts			
British Values	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage	DT	Art	Geography	History
Democracy Rule of law Individual liberty Mutual respect			Research Design Create Technique Modify Evaluate	Style Media Expression Technique Composition Effects	Environment Interconnection Climate Sustainability Change Location	Chronology Consequences Significance Enquiry Invasion Settlement
Subject specific vocabulary – chosen per topic by teachers from the subject boxes above						

Year 2						
	Big Question 1- Geo focus	Big Question 2 – History focus	Big Question 3- Creative focus	Big Question 4- History focus	Big Question 5- Geo focus	Big Question 6- free topic
Question	What do I need to survive?	Has having a royal family had a positive effect on England?	Is graffiti art or vandalism?	How can I change the world?	Where would you choose to live?	
Moral application of knowledge	Understanding of basic needs, survival skills, gratitude towards luxury items, understanding of others not having	Understanding of having and not having royal family current and previous – different personalities and qualities as a person to lead alongside Government	Respecting local areas, asking permission, when is it ok and when isn't it? Rule of law alongside valuing art work	Using confidence and voice to develop and show own opinion, having an impact on the world – how could you have an impact?	Comparison of Mumbai and Hunstanton and what makes each place an attractive place to live and why	
Pre learning assessment	What do you need to survive? Draw what 5 things you would have in your bag on a deserted island	Mind map – what do you know about the royal family past or present? Are there any key events you can remember? (Draw or write)	Pictures on each table of graffiti and art examples (what they can see, how does it make them feel? What do they think of it? Chalk talk	Who do you know who has changed the world(or own world)? Draw in a photo frame and explain to peers reasons why.	World map with pins and post it notes. Where have you been in the world?	
Sticky words	Empathy Challenge	Compassion Confidence	Respect Curiosity	Courage Freedom	Belonging Adaptability	
Moral concepts						
Technical concepts	Environment Create Modify	Chronology Significance Technique	Style Expression Composition	Significance Consequence Enquiry	Location Climate Evaluate	
Subject specific vocabulary	Compass, directions, North, East, South, West, season and weather	Historical period, consequences, impact, role model, significant figures	Jean-Michel Basquiat, Banksy, graffiti, vandalism, art	Significant figures, black history, historical period, role of women, local, Rosa Parks, punishment, Suffragette, right to vote, protest, influence, activist	Shops, beach, coast, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather, city, town, village, farm, school, house, port and harbour	
History or Geography						
Subject specific vocabulary	Eatwell plate, balanced diet, names of fruits and vegetables, hygiene, equipment, plan, create, improve, material, evaluate, join, shape, natural, man-made	Coloured pencil, drawing pencil, felt tip pen, pop-up, craft knife, board, safety, collage	Pattern, line, shape, bright, detail, light, dark, thick, thin	Plan, create, material, join, shaping, solid, sculpture	Eatwell plate, balanced diet, fruit and vegetables, traditional foods, clean, safety, bridge, claw, grate, measure, mix, comparison, evaluate, collage	
Art or DT						
NC objectives – designer and creator	D10 D12 D13 D14 Big Q D1,D2, D3, D4, D5, D6, D7, D8, D9 (linked to science Big Q)	D9 D11		D12 D13 D15 (linked to science)	D1 D2 D3 D4 D5 D6 D13 D16 D17 D18 D19 D9 D10	
NC objectives – artist		A2, A8, A10,	A1, A3, A4, A5, A6, A7, A11,		A9, A12	
NC objectives – geographer	G1, G5, G6				G1, G2, G3, G4, G5	
NC objectives – historian		H1 H2 H3 H5		H1, H2, H3, H4, H5, H6		

NC objectives – speaking and listening TEACHERS ADD OBJECTIVES	SL1, SL2, SL4, SL5, SL10,	SL8, SL13, SL14	SL11, SL12, SL19	SL9, SL15, SL16, SL17	SL7, SL18	
NC objectives – embedded ICT TEACHERS ADD OBJECTIVES	C2	C4	C3, C5, C6	C2, C5, C7	C2	
SCIENCE Big Question taught discreetly	What do I need to survive?	How do animals survive together?	How can we help plants to grow?	How can I grow into the best version of me?		
RE big question – up to 10 weeks	<u>How do people ask for help?</u>	<u>How do people ask for help?</u>	<u>How do we show we belong?</u>	<u>How do we show we belong?</u>	<u>Meaningful occasions: what are they?</u>	<u>Meaningful occasions: what are they?</u>
Enhancement	Challenge card complete	Debate the question – using knowledge of royal family in the present and past	Art outcome	Individual speech – recorded and shared on the school website – ‘I have a dream’	Advert for chosen location	

Awe, wonder, reciprocity through trips and visitors in year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English			Our best picture book Library visit Owl visit			
Maths						
Science			Pond-dipping	Caterpillars turning to butterflies		
Geography	Survival day at school – evening campfire?					TRIP £ Hunstanton trip
History		TRIP £ King Richard III centre		Peter Barratt Visit (Great-Grandson of Leicester Suffragette)		
Computing						
Art/DT			Artist from CLS workshops Art enrichment day			
PE						
RE	Harvest- donate to sheltered housing	TRIP £ Cathedral – whilst visit KR III				
Music					Music/Drama workshop before performance - £	
Other – theatre trips						

