

<p><b>Kestrel Mead Sticky Learning Curriculum</b></p> <p><b>Year 2</b></p>
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Yr 2 As a designer and creator	
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Has having a royal family had a positive effect on England? (construction and mechanics)

Where would you choose to live? (cooking)

How can I change the world? (materials)

**Enrichment:** Creating props for end of year show and performance

Prin/Kes. Judes	Prin/Kes. Judes	Prin/Kes. Judes	Prin/Kes. Judes	Prin/Kes. Judes
Prin/Kes. Judes	Prin/Kes. Judes	Prin/Kes. Judes	Prin/Kes. Judes	Prin/Kes. Judes

Prior Knowledge – Design, make, evaluate and improve		Prior Knowledge – Construction		Subject Specific vocabulary	
<p>D1 To evaluate current similar products.</p> <p>D2 To identify a clear purpose using given design criteria.</p> <p>D3 To plan my own product.</p> <p>D4 To practise skills or create a mock up.</p> <p>D5 To use ICT to aid design.</p> <p>D6 To say what I like and don't like about my product.</p> <p>D7 To say how to improve their products</p>	<p>D1 To evaluate current similar products.</p> <p>D2 To identify a clear purpose using given design criteria.</p> <p>D3 To plan my own product.</p> <p>D4 To practise skills or create a mock up.</p> <p>D5 To use ICT to aid design.</p> <p>D6 To say what I like and don't like about my product.</p> <p>D7 To say how to improve their products</p>	<p>D8 To use joining techniques which allow movement – eg split pins.</p> <p>D9 To build structures and explore how to make it stronger, stiffer and more stable using glue and tape.</p>	<p>D8 To use a craft knife to cut card and paper.</p> <p>D9 To construct and join materials to form larger structures.</p>	<p>Felt</p> <p>Cotton</p> <p>Stitch</p> <p>Needle</p> <p>Thread</p> <p>Running stitch</p> <p>Weaving</p> <p>Craft knife</p>	<p>Hygiene</p> <p>Grate</p> <p>Peel</p> <p>Boil</p> <p>Hob</p>
Prior Knowledge – Materials	Materials	Prior Knowledge – Cooking	Cooking and nutrition		
D10 To glue sequins, beads, buttons, ribbons onto fabric.	D10 To sew using running stitch, . D11 To use fabric crayons. D12 To use weaving techniques with materials.	<p>D11 To chop ingredients using the bridge technique</p> <p>D12 To develop knowledge of colour, texture, taste when choosing ingredients.</p> <p>D13 To understand where food comes from To understand how seasons affect fruit and vegetables grown around the world.</p> <p>D14 To develop knowledge of the Eatwell Plate and a balanced diet.</p> <p>D15 To have an awareness of hygiene and safety.</p>	<p>D13 To chop ingredients using the bridge technique</p> <p>D14 To grate ingredients</p> <p>D15 To peel ingredients</p> <p>D16 To begin developing use of the hob to boil ingredients</p> <p>D17 To develop knowledge of the Eatwell Plate and a balanced diet.</p> <p>D18 To have an awareness of hygiene and safety.</p>		

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.

As a geographer in Year 2		
Prior knowledge	Knowledge in Year 2	Subject Specific Vocabulary
<p><b>Geographical Knowledge</b> 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.</p> <p><b>Geographical Understanding</b> 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.</p> <p><b>Understanding Places &amp; Connections</b> 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><b>Geographical Knowledge</b> Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p><b>Geographical Understanding</b> 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. Human Themes: use basic geographical knowledge to refer to key human features, including city, town, village, farm, house, port and harbour</p> <p><b>Understanding Places &amp; Connections</b> 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>beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, city, town, village, farm, school, house, port and harbour, Compass, directions, North, South, East, West,</p>
	Geographical skills and enquiry in Year 2	
	Use simple compass directions (North, South, East and West) and locational and directional language.	

As a historian				
Prior Eras	Historical Knowledge	Significant People	Subject Specific Vocabulary	
Yr 1 - Great Fire of London - 1666 (Tudors and Stewarts) Guy Fawkes	<b>H1 Chronological knowledge and understanding</b> Know where <b>people and events</b> fit within a chronological framework. Deepen awareness of the past, using common words and phrases related to the passing of time.	<b><u>Can my actions change the world?</u></b> Emily Davison (and suffragette from Leicester) Martin Luther King	Royal Family – Historical period Role model Significant figures Battle of Bosworth Patriotic	
Prior Key Concepts	Historical Concepts	<b><u>Medieval era – How has having royal family changed England?</u></b> King Richard III King Henry VII King Henry VIII Queen Elizabeth II	Suffragettes – Black History Suffragette Protest Activist Equality	
The Great Fire of London Guy Fawkes London History	<b>H2 Continuity and change</b> Identify similarities and differences between ways of life in different periods. ( <b>Medieval England and England today</b> ) <b>H3 Cause and consequence</b> Study the lives of significant individuals who contributed to national and international achievements and understand the effect they had on life today. ( <b>Princess Sophia Duleep Singh, Alice Hawkins and Martin Luther King</b> ) <b>H4 Significance and interpretations</b> 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 ...
	<b>H5 Planning and carrying out a historical enquiry</b> 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

Year 2		
Prior knowledge	Information Technology	Subject Specific Vocabulary
<b><u>Information Technology:</u></b> Use technology purposefully to create and retrieve digital content	<b><u>Knowledge</u></b> Use technology purposefully to <i>create, organise, store and manipulate</i> .	<b><u>Information Technology</u></b> <i>Application</i> <i>Window</i> <i>Software</i> <i>Minimise</i> <i>Content</i> <i>Save, retrieve, organize</i> <i>Quality</i> <i>Change/Edit</i> <i>Launch</i> <i>Poster</i> <i>Project</i> <i>Function</i> <i>Behaviour</i> <i>Manipulate</i> <i>Feature</i>
	<b><u>Skills</u></b> <b><u>Create</u></b> 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. <b><u>Music to be removed and replaced with word.</u></b> <b><u>Organise/Store</u></b> C5- To save, retrieve and organise work using file and folder names <b><u>Manipulate</u></b> C6- To change/edit media recorded C7- To talk about, retrieve and edit work based on feedback received	

As an artist (YEAR 2)					
Big Question in Year 2: Has having a royal family had a positive effect on England? Is graffiti art or vandalism? Where would you choose to live?					
Enrichment: CLS Art workshop					
Prior Knowledge	Drawing	Prior learning (YR 1)	Collage	Subject Specific Vocabulary	
<p>A1 - Use a variety of media, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>A2 - Begin to explore the use of line, shape and colour.</p>	<p>A1 Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>A2 Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Portraits skills Year 1 &amp; 2</b>-Proportion of the face i.e., size and shape of the head. Beginning to expose children to where key features should be placed on the face (cut and stick activity)</p>			<p><b>Drawing</b></p> <p>Fine Pattern Line Shape Detail Coloured pencil Still life Charcoal Drawing pencil Felt tip pen marker Tone Shade</p>	<p><b>Printing</b></p> <p>Repeat Pressure</p> <p><b>Painting</b></p> <p>Nature Comparison Secondary (colour) Light Dark Thick Thin</p>
Prior Knowledge	Painting	Prior learning (YR 1)	Printing		
<p>A3 - Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>A4 - Name the primary and secondary colours.</p> <p>A5 Mix primary and secondary colours using different types of paint</p>	<p>A3 Name different types of paint and their properties.</p> <p>A4 - Work confidently on a range of scales e.g. thin brush on small picture, large brushes on a larger scale.</p> <p>A5 - Create different textures, e.g. mixing paint with sand, glue or sawdust.</p>		<p>A6 - To create prints using mono printing on paper and fabric</p>	<p><b>Artist linked to Sticky Curriculum:</b></p> <p>Jean-Michel Basquiat Banksy</p>	
				<p><b>Artist in focus week:</b></p> <p>Georgia O'Keefe</p>	

Sticky Words						
Moral Concepts			Technical Concepts			
British Values			DT	Art	Geography	History
Democracy Rule of law Individual liberty Mutual respect	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage	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?	
<b>Moral application of knowledge</b>	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?	
<b>Sticky words</b> <b>Moral concepts</b>	Empathy Challenge	Compassion Confidence	Respect Curiosity	Courage Freedom	Belonging Adaptability	
<b>Technical concepts</b>	Environment Create Modify	Chronology Significance Technique	Style Expression Composition	Significance Consequence Enquiry	Location Climate Evaluate	
<b>Subject specific vocabulary</b>  <b>History or Geography</b>	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	
<b>Subject specific vocabulary</b>  <b>Art or DT</b>	Hygiene Grate Peel Boil Hob	Drawing Fine Pattern Line Shape Detail Coloured pencil Still life Charcoal Drawing pencil Felt tip pen marker Tone Shade	Drawing Fine Pattern Line Shape Detail Coloured pencil Still life Charcoal Drawing pencil Felt tip pen marker Tone Shade	Felt Cotton Stitch Needle Thread Running stitch Weaving	Printing Repeat Pressure Hygiene Grate Peel Boil Hob	
NC objectives – designer and creator	D17	D8		D1-7 D10 D11 D12	D1-7 D13-18	
NC objectives – artist		A2, A3	A2, A3, A6, A7, A8		A14	
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	SL1, SL2, SL4, SL5, SL10,	SL8, SL13, SL14	SL11, SL12, SL19	SL9, SL15, SL16, SL17	SL7, SL18	
NC objectives – embedded ICT	C2	C4	C3, C5, C6	C2, C5, C7	C2	
<b>Enhancement</b>	<b>Challenge card complete</b>	<b>Debate the question – using knowledge of royal family in the present and past</b>	<b>Art outcome</b>	<b>Individual speech – recorded and shared on the school website – ‘I have a dream’</b>	<b>Advert for chosen location</b>	