



'Our place in time'

The lessons I learn now, from the people in the past, will inspire me to be someone extraordinary in the future.



DELTA
The Vale Primary
Year 2 Cycle A

‘Our place in time’

The lessons I learn now, from the people in the past, will inspire me to be someone extraordinary in the future

A leader, an astronaut, a civil rights activist, an explorer, a mathematician, an architect, an artist, a politician, a teacher, a doctor, a scientist, a conservationist, a CEO.

At The Vale Primary Academy, we are committed to providing a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their lives.

Our curriculum is underpinned by our values of:

- Respect
- Excellence
- Compassion
- Aspire
- Pride

Core Learning

Core learning is integral to the expectation of excellence that runs throughout our curriculum, ensuring that we demonstrate high standards to the children, and that they have high expectations of themselves. There is an emphasis on reading and writing throughout our curriculum, with phonics, maths, science and RE being taught discretely, making cross-curricular links where appropriate. We ensure the effectiveness, and demonstrate impact of our core learning, through rigorous assessment model.

Each **Inquiry** is led by a **Guiding Question**, underpinned by **key questions**, which are used to give children the opportunity to use critical thinking skills while working towards their **written outcome** and **celebration** to answer the question. **Hooks** are used to launch each guiding question and **celebrations** are used to conclude each. **Anchor texts** are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practice and refine the skills they have been taught across a range of contexts. The skills, knowledge and conceptual understanding taught in each **Inquiry**, build over time and are supportive of each other. The progression of this **Core Learning** is systematically planned across the school from EYFS to Year 6 to ensure that children can make the links across year groups and subjects. To assist with this, staff and children use inquiry-specific **Knowledge Organisers** to outline the content expectations and vocabulary progression. The use of iterative and interleaving assessment ensures knowledge retention over time, culminating in children being able to make links and draw on knowledge to articulate what they have learnt.

Children at The Vale Academy, leave school with the skills to support them with lifelong learning to ensure they can access wider opportunities in their future lives. Our goal is for them to be employable members of the community, who will make valuable contributions to society. Our children will be challenged, in an environment where they feel safe, and where any mistakes are viewed as part of their learning journey to build resilience and grit.

The Golden Thread

The Golden Thread are delivered through other curriculum areas this allows teachers to incorporate many aspects of SMSC into their teaching. These questions provide opportunities for children and their teachers to discuss aspects of SMSC such as different cultures and beliefs within the community, modern British Values, the world we live in and identifying right and wrong. Most importantly, it gives the children of The Vale an opportunity to be responsible, independent, and invested citizens in the world that they will grow up in.

Service beyond ourselves

Our curriculum encompasses fieldwork with the expectation that our children will work within, and be, active members of the community. This is embraced and encouraged by members of our governing body, who work with our staff to plan community projects. Our **celebrations** and **end outcomes** are designed to work with, and support the wider community, including fund raising and working with local projects and businesses. In doing this, we are creating future global citizens, who will be equipped for the challenges and opportunities of life, in a fast-changing and interdependent world.

Members of Parliament/Councillors and the power and responsibility they have

Equality and Diversity/Activism/Standing up for minority groups

Raising Money for Local, national and International Charities.

Conservation of habitats in the local and wider community

Entrepreneurship and the importance of fiscal responsibility

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SUBJECT AREA	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
INQUIRY QUESTION	What makes leaders great?	Can one person make a big difference?	Why are our communities significant?	How are we designed to survive?	How does the unknown inspire us?	
INQUIRY DRIVER	History	History	Geography	Science	Design and Technology	
SCHOOL VALUE	Respect	Pride	Compassion	Excellence	Aspirations	
FIELDWORK			UK, Europe and Wider World Focus	Cannon Hall Farm		
CASE STUDIES	Queen Victoria and Queen Elizabeth I	Mahatma Gandhi and Rosa Parks	Yorkshire and UK	Animals, including humans	Neil Armstrong and Christopher Columbus	
LIFE SKILLS	Democracy	Public Speaking	Map reading	Empathy/ Critical thinking	Financing/ Budgeting	
SERVICE BEYOND TVPA	MPs/Councillors and the power/responsibility they have.	Equality and Diversity/Activism/Standing up for minority groups.	Raising Money for Charity – Local, national and International Charities.	Conservation of habitats in the local and wider community	Enterprise	
PRIOR LEARNING	Events happened in the past, before I was born. There are people called Kings and Queens. We live in a place called England. There have been changes in England over time. Pictures can be drawn or painted of people.	That leaders of countries make decisions. People follow religions and have beliefs. There are other countries in the world. Not everybody thinks the same things are fair.	We live in a place called Barnsley, which is a town in England. That London is the capital city of England. The names of some different types of weather. There are four seasons. There are other places in the World.	Animals are living things. That animals, including humans, have babies. That animals live in different places. The lifecycle of a butterfly and a frog. The names of some mini beasts. Some differences between animals. How some animals change over time. The names of some human body parts.	That there are other countries and communities in the world. That people can travel by boat to different places in the world. That people can fly to other places by aeroplane. That we live on Earth. That the Moon is in space.	

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<p>WHERE DOES THIS LEARNING FIT IN?</p>	<p>In Inquiry 1, When looking at great historical leaders it is important to look at the time they ruled, the subjects of which they ruled over, the important events during their life and the key decisions they made that shaped theirs and others lives. Linking ideas in Cycle B we will be able to see similarities between different leaders that ruled in different parts of the world and at different times in history? And what lessons can we see being learnt by today's leaders, from the past? All this gives us an invaluable insight into how we could be a leader and how democracy and respect play invaluable roles in the world we live in.</p>	<p>Moving on from Inquiry 1, we will look at how the decisions that are made by world leaders affect the lives of their citizens. In this Inquiry we will look at the responses of those citizens, the actions that have had the most progress towards equality and the lasting figures and symbols that we still debate today. We will investigate how giving groups of people a 'voice' can inspire other people to follow causes and movements for societal change. Can peaceful and non-peaceful protests contribute to changes in society? What challenges have individuals faced and overcome in order to make a difference? Looking at society, and what we believe in, will empower us to learn from the past to stand up for ourselves, and others in the future.</p>	<p>When we look around our world communities, we often think about the physical features, buildings, statues and other monuments that commemorate and represent the past whilst also looking forward towards the future. It is important, as in Inquiry 2, to widen our viewpoint of the world not only from a belief standpoint but from a travel and knowledge perspective. Knowing about our world and where our own communities sit within it, is an important step to understand our own significance and identity whilst also respecting others. Can the geography of a location tell a narrative about its history and how does the human footprint affect the landscape we see?</p>	<p>Laying foundations for Cycle B, we explore living things around the world including Humans. We will learn about habitats and the adaptations living things make to survive in their environments. This will develop further when looking at the advancements in medical science, vaccinations against illness and disease and how the future looks for ever growing world population. How are we as humans similar to that of the animal kingdom and how do our lifestyles impact on our survival? In Inquiry 2 we learnt about how we as a society adapt and survive whilst in this Inquiry we will gain valuable knowledge about our biological adaptations to adapt and survive.</p>	<p>Bringing together the whole of Cycle A, we learn about the risks people have taken to advance the human species, as we know it. Historical figures and explorers risked their lives to learn more about the unknown worlds on and off our planet so that we today can thrive in a forward-facing world. From Inquiry 4, we continue to look at the scientific advancements and ask 'How does the world work?' while studying the founding fathers of physics. We look further afield beyond our own planet and establish an understanding of the true nature of space exploration and the importance this has had on technology over the years.</p>
<p>ANCHOR TEXTS</p>	<p>The Queen's Knickers by Nicholas Allen</p> <p>The Queen's hat by Steve Antony</p> <p>The Lion Inside by Rachel Bright</p> <p>Queen Victoria's Bathing machine by Gloria Wheelan</p>	<p>Little people, big dreams series – Mahatma Ghandi & Rosa Parks</p> <p>The Velveteen Rabbit by Margery Williams</p>	<p>The Boy and a Bear in a Boat by Dave Shelton</p> <p>The Pirates Next Door by Jonny Duddle</p> <p>The colour of home by Mary Hoffman</p>	<p>Animals of Farthing Wood by Colin Dann</p> <p>The Last Wolf by Mini Grey</p> <p>A collection of Rudyard Kipling's Just so stories</p> <p>A first book of Nature by Mark Heard (Art link)</p>	<p>The Skies above my eyes by Charlotte Guillain</p> <p>Journey by Aaron Becker</p> <p>Dare by Lorna Gutierrez</p> <p>Look up! By Nathan Bryon</p>

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HOOK CELEBRATION	The Queen's Tea Party Art Gallery Showcase	Visitors from different cultures. Visit a place of worship.	Fairburn Ings Fundraising for local charity.	Cannon Hall Farm Zoo Lab Visit	Flight simulator Space Race	
DELTA STRATEGY READ	The Tunnel		The Owl Who Was Afraid of the Dark		George's Marvellous Medicine	
WRITING OUTCOMES	<p>Fiction: Jack and the Beanstalk Story pattern: Defeat the monster Focus: Character</p> <p>Fiction: The Papaya that Spoke Story pattern: Journey tale Focus: Dialogue (R)</p> <p>Non-Fiction: Discussion (balanced argument) (R) Non-Fiction: Recount in the form of a diary (R)</p>		<p>Fiction: The Glass Cupboard Story pattern: Fable Focus: Description-people, places, objects (R adjectives)</p> <p>Fiction: Little Riding Hood Story pattern: Journey story Focus: Setting</p> <p>Non-Fiction: Explanation (R) Non-Fiction: Instructions (R)</p>		<p>Fiction: The Story of Pirate Tom- rags to riches (openings and endings) Fiction: Kassim and the Greedy Dragon – Finding a Magical object (setting)</p> <p>Non-Fiction: Persuasive Leaflet Non-Fiction: Information (R)</p>	
EGPS	<p>Fiction</p> <ul style="list-style-type: none"> -adjectives -co-ordinating conjunctions -complex sentences using when and because -apostrophes to show singular possession -commas in a list -adverbs -capital letters for proper nouns 	<p>Non-fiction</p> <ul style="list-style-type: none"> - identify verbs -identify nouns -question marks -exclamation marks -present tense -use 'because' and 'if' -adverbials of time 	<p>Fiction</p> <ul style="list-style-type: none"> -accurate punctuation (capital letter, full stop, question marks, exclamation marks) -commas in a list -adjectives -casual time connectives (when , if, that etc) -apostrophe for contraction and singular possession -tenses 	<p>Non-fiction</p> <ul style="list-style-type: none"> -casual time connectives (when , if, that etc) -adjectives (subject specific) -commas in a list -apostrophe for singular possession -expanded noun phrases -statements, questions and commands -imperative verbs 	<p>Fiction</p> <ul style="list-style-type: none"> -accurate punctuation (capital letter, full stop, question marks, exclamation marks) -commas in a list -adjectives -casual time connectives (when, if, that etc) -apostrophe for contraction and singular possession -tenses 	<p>Non-fiction</p> <ul style="list-style-type: none"> -present tense (changing tenses) -identify verbs -accurate punctuation (capital letter, full stop, question marks, exclamation marks) -co-ordinating and subordinating conjunctions -layout features -writing a paragraph around subheadings -Use 'because' and 'if'.
SPELLING SHED	List 1-6	List 7-13	List 14-20	List 21-26	List 27-31	List 32-36

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ALAN PEAT SENTENCES	2A Sentences		BOYS sentences List Sentences		BOYS sentences Similes	
MATHEMATICS	Number: Place Value Number: Addition and Subtraction	Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics	Geometry: Properties of shape Number: Fractions	Measurement: Length and Height Geometry: Position and Direction Consolidation and PS	Measurement: Time Measurement: Mass, Capacity and Temperature
SCIENCE	Uses of everyday materials	Animals, including humans	Plants	Animals, including humans	Living things and their habitats	
PE	Real PE Personal	Real PE Social	Real PE Cognitive	Real PE Creative	Real PE Applying Physical	Real PE Health and Fitness
SMSC GOLDEN THREAD	What does it mean to be British?	Is Great Britain truly great?	Should Power reside in the few?	Do all actions have positive outcomes?	What is my role in addressing climate change?	How can I make the world a better place?
RSHE	What keeps me healthy?	Keeping safe and managing risk indoors and outdoors	Medicines and me	My money	Friendship	Families and People Who Care for Me Caring Friendships & Respectful Relationships
ART AND DESIGN TECHNOLOGY	Portraits Picasso	Activist Art Keith Haring	Landmarks (UK) Andy Warhol – pop art	Animal Sculptures Ai Weiwei	Construction A vehicle used for exploring	
RE	Belonging What does it mean to belong?		Believing How do people demonstrate their beliefs?		Questions, questions What are the Big Questions?	
MUSIC	Charanga Hands, Feet, Heart Ho Ho Ho		Charanga I Wanna Play In A Band Zootime		Charanga Friendship Song Reflect, Rewind and Replay	
COMPUTING	We are astronauts		We are animators		We are zoologists	
MFL (SPANISH)	Vegetables		Musical Instruments		Ice-Creams	