



Ambition - Community - Equality



ELMS FARM PRIMARY SCHOOL CURRICULUM

<b>Topic: Why Should I Go To Sheldon?</b>
<b>Year Group: 2      Term: Autumn 1 and 2</b>
Ambition: To know about jobs in our local community
Community: To know the local community has changed over time (The Radleys and Elms Farm Primary School) Learn about local landmarks and visit them To know that Sheldon is a diverse community
Equality: To know that all members of our community should be treated equally

### Links to Prior Learning

Y1 – human and physical features of a city	Y1 – sorting items into now and in the past	Y1 – using beebots	Y1 – making pictures with moving parts
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### Writing Opportunities Through Topic Lessons

Write a leaflet about the local area landmarks. Why should you visit Sheldon?	Write a report about landmarks and historically significant people in the city of Birmingham	Write a letter to invite a guest to speak about the local area	
List of landmarks in the local area (map key)	Write a report: Sheldon past and present	Lowry: How did he become an artist? (information writing)	RE: Recount story of Adam and Eve – The First Sad day
RE: Retell – recount of visit to the church for the Christmas Story	RE Ed. Visit follow up: Pic collage and pupil voice		

### Key Texts

Six Dinner Sid Inga Moore	Dogger Shirley Hughes	My Name is Bob James Bowen	Meerkat Mail Emily Gravett
Lost and Found Oliver Jefferies	Voices in the Park Anthony Brown	The Children’s History of Birmingham Mandy Ross	Heard it in the Playground (poetry)
The Day the Crayons Quit Drew Daywait	George’s Marvellous Medicine Roald Dahl	George’s Marvellous Experiments	Down Behind the Dustbin Michael Rosen



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## Vocabulary

**History**  
before, after, past,  
present, then, now,  
compare

**Geography**  
human, physical,  
feature, airport,  
factory, farm, area,  
local, sketch map,  
symbol, key, landmark,  
plan view, vegetation,  
city, area

**Art**  
modern, matchstick,  
tone, line: sharp, thick,  
thin, blurred, smudge,  
landscape, shadow,  
grades, dark, light,  
shape, detail,  
viewfinder

**DT**  
sturdy, stable,  
framework,  
movement, structure,  
weak, strong, on top  
of, underneath, side,  
edge, surface, thinner,  
thicker, corner, point,  
symmetrical, straight,  
curved

## Projects

**DT project:**  
Make a prototype of a  
playground to go in the  
local park

**Art project:**  
Drawing a urbanscape  
in the style of Lowry

**A1 Computing project:**  
Teach Computing  
Programming A – Robot  
algorithms

**A2 Computing project:**  
Teach Computing  
Programming B –  
Programming Quizzes

## Concrete Knowledge

**History**  
Know the main  
differences between  
their school days and  
that of their  
grandparents

**History**  
Know how the local  
area is different to the  
way it used to be in the  
past

**History**  
Know about a  
significant historical  
event, person and place  
in their own locality

**Geography**  
Know: airport, factory,  
farm and house  
(fieldwork)

**Geography**  
Know that Sheldon is in  
Birmingham and that  
Birmingham is a city in  
England

**Art**  
Know that Lowry drew  
urbanscapes with  
simple colours and  
matchstick people

**Art**  
Know that different  
grades of pencil create  
different tones of  
darkness

**DT**  
Know about the simple  
working characteristics  
of materials and  
components (pipe  
cleaners, straws, card,  
paper, sticky tape, blue  
tac and split pins)

**DT**  
Know how freestanding  
structures can be made  
stronger, stiffer and  
more stable

**DT – Food**  
Know what a healthy  
diet is

**Geography Ed. Visit**  
follow up:  
Make a map of the  
local area and identify  
local landmarks



### Skill Progression

<p><b>History</b> I can find out something about the past by asking questions and talking to an older person</p>	<p><b>History</b> I can answer questions by using a specific source, such as an information book</p>	<p><b>Geography</b> I can identify local landmarks by looking at aerial photographs and plan perspectives</p>	<p><b>Geography</b> I can locate landmarks on local area maps (airport, factory, farm, office, <i>house</i>, town, forest, vegetation and soil)</p>
<p><b>Geography</b> I can make a simple map of the local area and use basic symbols to construct a key (after fieldwork of the local area)</p>	<p><b>Art</b> I can use different grades of pencil to create different tones of line</p>	<p><b>Art</b> I can use charcoal and pencil with control to create thick and thin lines</p>	<p><b>Art</b> I can use smudging with charcoal</p>
<p><b>Art</b> I can use a piece of artwork as a starting point (Lowry)</p>	<p><b>Art</b> I can use a viewfinder to focus on the section that I want to draw</p>		
<p><b>DT: design</b></p> <ul style="list-style-type: none"> <li>I can describe who and what my product is for</li> <li>I can say how I will make my product suitable for the user</li> <li>I can use my knowledge of existing products to help come up with my own ideas and develop these through talking and drawing I can use given design criteria to develop my ideas</li> <li>I can model ideas by exploring materials and components and construction kits and by making a mock-up</li> </ul>		<p><b>DT: make</b></p> <ul style="list-style-type: none"> <li>I can plan by suggesting what to do next</li> <li>I can select from a range of tools, materials and components according to their characteristics (pipe cleaners, straws, card, paper, sticky tape, blue tac and split pins) and explain my choices</li> <li>I can assemble, join and combine materials and components</li> <li>I can measure, mark out, cut and shape materials and components (using a ruler to the nearest centimetre)</li> </ul>	
<p><b>DT: evaluate</b></p> <ul style="list-style-type: none"> <li>I can make simple judgements about my product and ideas against design criteria and suggest how it could be improved</li> <li>I can evaluate existing products by saying what I like and dislike about them, who and what the product is for, how the product works and how and where they might be used</li> <li>I can identify what materials products are made from</li> </ul>		<p><b>Computing – A1 Robot algorithms</b></p> <ul style="list-style-type: none"> <li>I can follow a sequence.</li> <li>I can predict the outcome of a sequence.</li> <li>I can use an algorithm to program a sequence on a floor robot.</li> <li>I can create an algorithm to meet my goal</li> <li>I can test and debug each part of the program</li> </ul>	



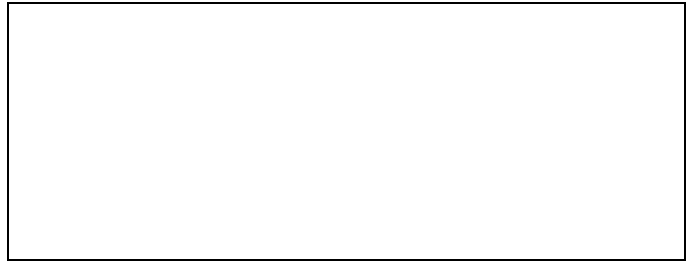
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**Computing A2 – programming quizzes**

- I can identify the start of a sequence.
- I can predict the outcome of a sequence of commands.
- I can work out the actions of a sprite in an algorithm.



**Science, Music, R.E., PSHE and P.E. units**

<p><b>Science</b> A1 Uses of everyday materials</p>	<p><b>Science</b> A2 Animals, Including humans</p>	<p><b>Music</b> A1 Myths and legends</p>	<p><b>Music</b> A2 On this Island</p>
<p><b>R.E.</b> A1 Living by rules Being temperate, exercising self-discipline and cultivating serene contentment</p>	<p><b>R.E.</b> A2 Being regardful of suffering Sharing and being generous</p>	<p><b>PSHE</b> A1 Me and my relationships</p>	<p><b>PSHE</b> A2 Valuing difference</p>
<p><b>P.E.</b> A1 Fundamental Skills (Agility, Balance and co-ordination)</p>	<p><b>P.E.</b> A2 Gymnastics (Balance/Agility)</p>		

**Maths in Context**

<p><b>Measuring with a ruler in DT to make a playground (longer/shorter – comparison vocabulary)</b></p>	<p><b>Directional language during fieldwork</b></p>	<p><b>Shape vocabulary when making a playground (edges, vertex, shape names)</b></p>	
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### Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	<b>Taking responsibility</b>	Self-reflection
<b>Our place in the world</b>	Ambition	<b>Care and respect</b>	<b>Appreciation</b>
Livelihood	<b>Communication</b>	<b>Cultural diversity and equality</b>	<b>Technological advancements</b>

### Cultural and Artistic Icons

Lowry	Pieter Bruegel the Elder	Duran Duran	UB40
Electric Light Orchestra	Simon Cowell	Orlando Bloom	Jemelia

### Health Education, Money Management, Environmental Education

Looking after our community discussion	Jobs in our local community discussion		
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### Rights Respecting

Article 15: Every child has the right to meet with other children and to join groups and organisations	Wider links 31. Leisure, play and culture	Wider links 29. Goals of education	Wider links 30. Right to practice your own culture
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### Enrichment experiences and Community Involvement

Invite a visitor in so that the children can ask questions about the history of Elms Farm and The Radleys	Walk around the local area to draw local landmarks and learn about its human and physical features	Christmas play performance	Trip to St. Thomas' Church to learn about the nativity
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## Supporting Texts

Illustrated Children's Atlas of Britain and Ireland, Straun Reid

Children's History of Birmingham, Mandy Ross

National Geographic: Town and Country

In the City, Sally Hobson

How to Build A City, Isabel Otter

Local Leaflets and brochures

Flat Stanley, Jeff Brown

Bug Club:

City Kids Detective Agency, Jem Packer

City Shapes and other Poems,