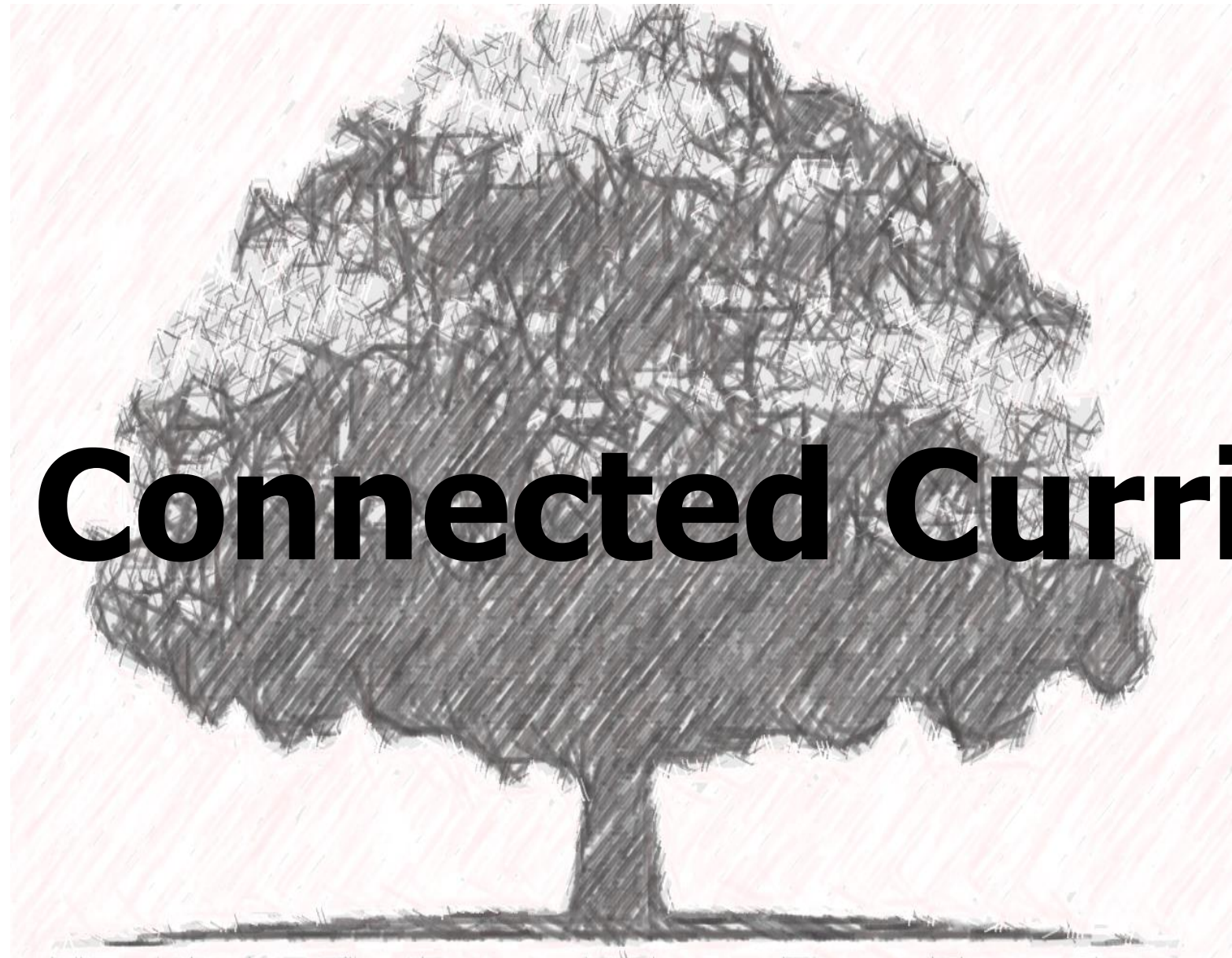


# Kelsall Connected Curriculum



***'A Love for Learning'***

**Kelsall Primary & Nursery School**

**Connected Overview – Year 1**



Cheshire Academies Trust  
*Inspiring hearts and minds*



**KELSALL**  
PRIMARY AND  
NURSERY SCHOOL  
A LOVE FOR LEARNING



## Creative and Inclusive Practice at Kelsall Primary & Nursery School

At Kelsall Primary & Nursery School we know that the knowledge and skills that flow from a progressive and well sequenced curriculum are vitally important. They enable pupils to build on prior knowledge and skills acquired in previous years and work towards a better understanding of each subject area. We are also aware of how learning to learn skills and interpersonal skills are equally important to support pupils in becoming effective learners, contributing to a better world. We want our pupils to have agency, belonging and purpose. Through our

**Creative habits model, we aim to grow our pupil's creativity. The creative ability to be Collaborative, Reflective, Persistent, Inquisitive, Imaginative and Caring. Attributes skills and knowledge that will support our pupils to become confident, autonomous learners.**



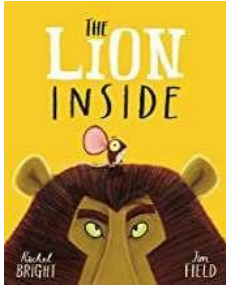


**When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:**


- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.













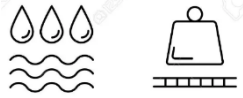

'With reference to **'Embedding Inclusive Practice'**, NASEN

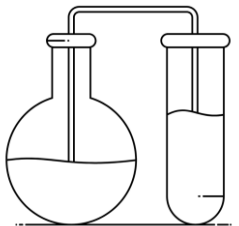
# English and Mathematics Curriculum Overviews






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<b>Focus:</b> Fiction, adventure story	<b>Focus:</b> Recount, diary	<b>Focus:</b> Fiction, journey story	<b>Focus:</b> Fiction, adventure story	<b>Focus:</b> Fiction, fantasy story	<b>Focus:</b> Fiction, traditional story
<b>Phonics Curriculum</b>						

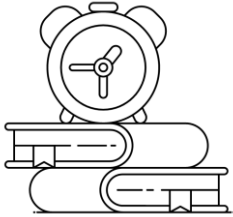

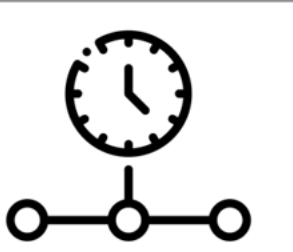



 <b>Mathematics Curriculum</b>	<b>Number: Place Value (within 10)</b> <b>Number: Addition and Subtraction (within 10)</b>	<b>Number: Addition and Subtraction (within 10)</b> <b>Geometry: Shape</b>	<b>Number: Place value (within 20)</b> <b>Number: Addition and subtraction (within 20)</b>	<b>Number: Place value within 50</b> <b>Measurement: Length and Height</b> <b>Measurement: Mass and volume</b>	<b>Number: Multiplication and Division</b> <b>Number: Fractions</b> <b>Geometry: Position and Directions</b>	<b>Number: Place Value (within 100)</b> <b>Measurement: Money</b> <b>Measurement: Time</b>
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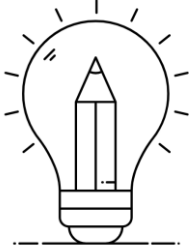




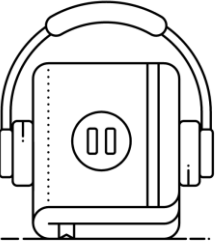
## Connected Curriculum


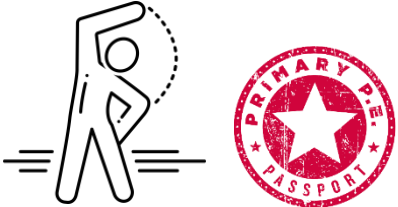
 <b>Connected Curriculum</b>  <b>Year 1</b>	<b>Science</b> Weather Seasons  <b>Geography</b> Continents and Oceans 	<b>Science</b> The Human Body  <b>History</b> Kelsall in the past 	<b>Science</b> Animals including Humans  <b>Geography</b> Continents 	<b>History</b> Mary Anning 	<b>Science</b> Plants  <b>History</b> Toys in the Past 	<b>Science</b> Properties of Materials  <b>Geography</b> Local Area 
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																						
<p><b>Science</b> <b>End Points</b></p> 	<p>Observe and describe weather associated with the seasons and how day length varies through observation and recordings.</p>	<p>Describe the basic parts of the human body.</p>	<p>Describe and compare the structure of a variety of common animals through photographs and readings.</p>		<p>Identify the structure of a plant and the different varieties through observation, planting and research. To observe the seasons through observation.</p>	<p>Identify different types of materials and their properties through observation and experiments.</p>																																																						
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p><b>Seasonal Change: Signs of Autumn</b></p> <ul style="list-style-type: none"> <li>Observing changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label basic parts of the human body and say which parts of the body is associated with each sense.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are bird, fish, amphibians, reptiles and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (including pets)</li> </ul>	<p><b>Plants</b></p> <p><b>Seasonal change: Signs of Spring (My Tree in Spring)</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Seasonal Change: Signs of Summer</b></p>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>																																																						
<p><b>Working Scientifically (Disciplinary Knowledge)</b></p>				<p><b>Key Vocabulary</b></p>																																																								
<ul style="list-style-type: none"> <li>Asks a few simple questions about what they notice.</li> <li>Observes things closely.</li> <li>Performs a simple test.</li> <li>Identifies things in the natural and humanly-constructed world.</li> <li>Uses one or two basic observations and ideas to suggest an answer to a question.</li> <li>Gathers and records some simple data.</li> </ul>				<table border="0"> <tr> <td>spring</td> <td>mammal</td> <td>wood</td> </tr> <tr> <td>summer</td> <td>amphibians</td> <td>plastic</td> </tr> <tr> <td>autumn</td> <td>reptiles herbivore,</td> <td>glass,</td> </tr> <tr> <td>winter</td> <td>carnivore,</td> <td>metal</td> </tr> <tr> <td>day</td> <td>omnivore</td> <td>soft</td> </tr> <tr> <td>night</td> <td>touch feel</td> <td>hard</td> </tr> <tr> <td>light</td> <td>taste</td> <td>rough</td> </tr> <tr> <td>dark</td> <td>smell</td> <td>smooth</td> </tr> <tr> <td>sunrise</td> <td>leaves</td> <td>stretchy</td> </tr> <tr> <td>sunset</td> <td>flowers</td> <td>stiff</td> </tr> <tr> <td>precipitation</td> <td>blossom</td> <td>shiny</td> </tr> <tr> <td>cloud cover</td> <td>petals,</td> <td>dull</td> </tr> <tr> <td>deciduous</td> <td>fruit</td> <td>flexible,</td> </tr> <tr> <td>evergreen tree</td> <td>roots</td> <td>waterproof,</td> </tr> <tr> <td>fish</td> <td>bulb</td> <td>absorbent</td> </tr> <tr> <td>amphibian</td> <td></td> <td></td> </tr> <tr> <td>reptile</td> <td></td> <td></td> </tr> <tr> <td>bird,</td> <td></td> <td></td> </tr> </table>			spring	mammal	wood	summer	amphibians	plastic	autumn	reptiles herbivore,	glass,	winter	carnivore,	metal	day	omnivore	soft	night	touch feel	hard	light	taste	rough	dark	smell	smooth	sunrise	leaves	stretchy	sunset	flowers	stiff	precipitation	blossom	shiny	cloud cover	petals,	dull	deciduous	fruit	flexible,	evergreen tree	roots	waterproof,	fish	bulb	absorbent	amphibian			reptile			bird,		
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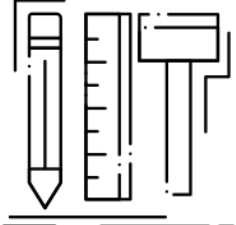
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b> <b>End Points</b> 	<p>To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them.</p>		<p>To use maps and atlases to further explore the seven continents, understanding their location in comparison to each other and compare how life is different in these places.</p>			<p>Using aerial photographs, fieldwork and observation, to explore the local geography of Kelsall and its surrounding areas focusing on the key human and physical features, making maps and using geographical language.</p>
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Locate the equator and North and South Poles</li> <li>• Use simple compass directions (NSEW)</li> <li>• Use world maps atlases and globes to begin studying the seven continents and five oceans.</li> <li>• Ask simple questions about an area or theme e.g. oceans/seas</li> <li>• Suggest reasons why areas' waters polluted and ways this can be helped.</li> </ul>		<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the seven continents</li> <li>• Use world maps, atlases and globes to identify continents – looking at hot and cold areas (equator).</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator</li> <li>• Explore our locality in comparison to this and compare how life is different in these places (the UK compared to somewhere in Africa – linking to lions)</li> </ul>			<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Learn about the physical aspects of <b>Kelsall</b> and its surrounding area (village, town, city).</li> <li>• Plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
<b>Geography Fieldwork &amp; Skills (Disciplinary Knowledge)</b>				<b>Key Vocabulary</b>		
<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of Kelsall school and the key human and physical features of its surrounding environment.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="133 1459 439 1774" style="text-align: center;">   <b>Location</b> </div> <div data-bbox="468 1459 774 1774" style="text-align: center;">   <b>Climate</b> </div> <div data-bbox="825 1459 1130 1774" style="text-align: center;">   <b>Physical</b> </div> <div data-bbox="1172 1459 1478 1774" style="text-align: center;">   <b>Human</b> </div> </div>				<div style="display: flex; justify-content: space-between;"> <div data-bbox="1715 1249 1855 1501"> City  Capital City  Country  Continent  Town  Village  Factory  Farm  Equator </div> <div data-bbox="2300 1249 2439 1480"> North Pole  South Pole  Ocean  House  Office  Port  Harbour  Shop </div> </div>		


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																				
<p><b>History</b> <b>End Points</b></p> 		 <p>To study the locality of Kelsall focusing on past and present farming in the local area.</p>		<p>To develop knowledge of Mary Anning, study why she was important and understand the legacy she left behind with her fossil findings.</p>	<p>To learn about changes within living memory by exploring toys from today to those in Victorian times, focusing on the changes of materials and technology of toy making.</p>																					
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>		<p><b>Kelsall</b></p> <ul style="list-style-type: none"> <li>• Research Kelsall and its surrounding area.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• What can you find at Kelsall?</li> <li>• Include photographs, maps, and key features of the village.</li> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Ask questions about the past.</li> <li>• Describe historical events – Remembrance Day</li> </ul>		<p><b>Significant individuals: Mary Anning</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the past.</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>• Describe significant people from the past- link in with explorers.</li> <li>• Recognise that there are reasons why people in the past acted as they did- link in with explorers</li> <li>• Use artefacts, pictures, stories and online resources to find out about the past- link in with the North and South Poles workshop.</li> <li>• Ask questions about the past.</li> </ul>	<p><b>Changes within living memory: Now and then- Toys</b></p> <ul style="list-style-type: none"> <li>• Start to develop chronological understanding- toys past and present.</li> <li>• Know the difference between long ago and now.</li> <li>• Tell the past is different from today.</li> <li>• Understand how things have changed over time.</li> <li>• Place events and artefacts in order on a timeline/ Label time lines with words or phrases such as past, present, older, newer.</li> <li>• Use artefacts, pictures, stories and online resources to find out about the past/ observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions about the past.</li> </ul>																					
<p><b>Historical Enquiry Skills (Disciplinary Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Ask questions about things which have happened in the past;</li> <li>• Be able to say how we know about the past and how some artefacts might tell us things about the past;</li> </ul>				<p><b>Key Vocabulary</b></p>																						
 <p><b>Chronology</b></p>  <p><b>Invasion &amp; Settlement</b></p>  <p><b>Society</b></p>  <p><b>People of the Past</b></p>				<table border="0"> <tr> <td>History</td> <td>Evidence</td> </tr> <tr> <td>Significant</td> <td>Changes</td> </tr> <tr> <td>Timeline</td> <td>Invention</td> </tr> <tr> <td>Order</td> <td>Question</td> </tr> <tr> <td>Compare</td> <td>Cause</td> </tr> <tr> <td>Similar/ Different</td> <td>Consequences</td> </tr> <tr> <td>Fact/ opinion</td> <td>Reason</td> </tr> <tr> <td>Artefact</td> <td>Connections</td> </tr> <tr> <td>Event</td> <td>Century/ decade</td> </tr> <tr> <td>Source</td> <td></td> </tr> </table>			History	Evidence	Significant	Changes	Timeline	Invention	Order	Question	Compare	Cause	Similar/ Different	Consequences	Fact/ opinion	Reason	Artefact	Connections	Event	Century/ decade	Source	
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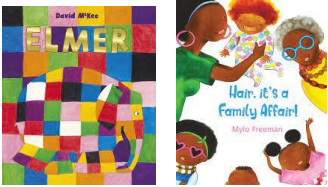

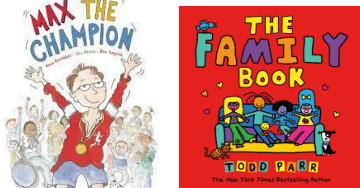
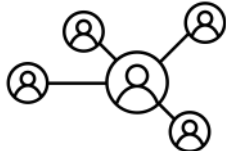

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Art</b> <b>End Points</b> 	<p>Using Lost and Found author and illustrator, Oliver Jeffers' simple style, pupils will draw the boy and/or the penguin focussing on recognising and recreating the simple shapes and lines used.</p> <p>Pupils will explore the concept of light and dark, and use tones to create a storm scene similar to the one shown in the book. (Combine this work with the Design and Technology work)</p>	<p>Drawing on the work of Andy Goldsworthy, pupils will create their own imagined piece of 3D art using natural objects.</p> <p>They will talk about their ideas and what they have created, and compare their work with that of Andy Goldsworthy.</p>	<p>Mixing colours and experimenting with textures to create an animal mask</p>	<p>Using a range of drawing media, pupil will draw from observation seasonal flowers such as daffodils, shading tones neatly and accurately.</p> <p>Pupils begin to talk about their work using appropriate vocabulary.</p>	<p>Linking with the literacy book Toys in Space by Mini Grey, pupils draw their own toys from observation or imagination, deciding on size, media and colours.</p>	<p>Printing a scarf for the bear from Goldilocks with a repeated pattern using 2D shapes.</p> <p>Pupils will talk about the process of their work saying what went well and how they might improve it.</p>	
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p><b>Making Skills (Procedural Knowledge)</b> </p> <p>Pupils develop their ability to use and apply the formal elements by increasing their control of line &amp; using simple 2D geometric shapes when drawing. They explore the concept of light &amp; dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly &amp; accurately. Pupils learn how to control the pressure of their drawing materials. Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms. Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination &amp; observation.</p>		<p><b>Generating Ideas (Conceptual)</b> </p> <p>Develop &amp; share ideas  This may be coming up with an idea linked to a theme or topic they are studying.  Experiences, Imagination  Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.</p>		<p><b>Knowledge (Factual)</b> </p> <p>Study famous works of a c &amp; d, learning how and when they were made. They describe the content and the feelings &amp; emotions conveyed by the work.  Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.</p>		<p><b>Evaluation (Metacognition)</b> </p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.  Develop skills in orally describing their thoughts, ideas and intentions about the process of their work saying what went well &amp; how they might improve it.  Compare their art to appropriate works of art recognising what is the same and what is different.</p>
<b>Music</b> <b>End Points</b> 	<p><b>Hey You!</b></p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.</p>	<p><b>Rhythm In The Way We Walk</b></p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p><b>In The Groove</b></p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.  Dance to each style or move to the pulse – be “In The Groove!”</p>	<p><b>Round and Round</b></p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p><b>Your Imagination</b></p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer</p>	<p><b>Reflect, Rewind and Replay</b></p>	
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader</li> </ul>	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Religious Education</b></p> <p><b>End Points</b></p> 	<p>Children know what it means to belong, to a school and community and also to a faith group. They can recognise a sign for Christian belonging and talk about what happens in a Baptism.</p>	<p>Children can explain why Christmas is celebrated by Christians, explaining the relevance of the gifts from the Shepherds and the Magi and recognise good news for Christians.</p>	<p>To retell the Biblical narration of the Creation and understand the idea of God. They notice beauty in everyday environment as well as favourite places and can explain what they consider to be beautiful.</p>	<p>Children can explain Muslim's beliefs about Allah and talk about the Night of Power and Muhammad.</p>	<p>To know the Qur'an is the sacred text for Muslims and talk about how they use special words at the birth of a baby. Know for a Muslim, there is one God called Allah and Muhammad was his messenger.</p>	<p>Children can explain what it means to show respect and can give examples using different cultures and worldviews. They start to understand how they can show empathy.</p>
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p><b>Christianity: What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>Talk about a practice from a religion.</li> <li>Talk about own experiences and can link these to the communities to which I belong.</li> <li>Ask questions about me, and who I am, showing awe and wonder.</li> </ul>	<p><b>Christianity: Why is Christmas celebrated by Christians?</b></p> <ul style="list-style-type: none"> <li>Talk about a practice from a religion.</li> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Talk about own experiences and can link these to the communities to which I belong.</li> </ul>	<p><b>Christianity: What do we think about how the world was made and how should we look after it?</b></p> <ul style="list-style-type: none"> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Start to share my opinions and say what is important to myself and to others.</li> <li>Ask questions about me, and who I am, showing awe and wonder.</li> <li>Ask puzzling questions about Creation and God.</li> </ul>	<p><b>Islam: How and why are Allah and Muhammad important to Muslims?</b></p> <ul style="list-style-type: none"> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Recognise some religious symbols and words</li> <li>Ask questions about me, and who I am, showing awe and wonder.</li> <li>Ask puzzling questions about Creation and God.</li> </ul>	<p><b>Islam: How do Muslims express new beginnings?</b></p> <ul style="list-style-type: none"> <li>Talk about a practice from a religion</li> <li>Ask; who', 'what' and 'when' questions when exploring a religion</li> <li>Show respect and empathy</li> </ul>	<p><b>Free Choice: What is respect?</b></p> <ul style="list-style-type: none"> <li>How to handle artefacts and talk about others respectfully.</li> </ul> <p>Linking RE to No Outsiders</p>
<p><b>Physical Education</b></p> <p><b>End Points</b></p> 	<p><b>Dance</b></p> <p>To copy and explore basic body actions and movement patterns, responding to stimuli, instructions and commands with a range of actions.</p>	<p><b>Gymnastics</b></p> <p>To copy and explore basic body actions and movement patterns, and stay still when required.</p>	<p><b>Invasion Games</b></p> <p>To perform basic skills of rolling, striking, catching and throwing and making simple choices in target games.</p>	<p><b>Target games</b></p> <p>To use basic fundamental skills including under arm throwing, catching, rolling, striking and catching.</p>	<p><b>Multi-Skills</b></p> <p>To use a range of basic skills, including throwing, rolling and receiving, moving into a space and show an awareness of where others are when playing chasing and avoiding games</p>	<p><b>Athletics</b></p> <p>To use basic fundamental skills including running, jumping and throwing.</p>
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p>Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli</p>	<p>Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Links 2 – 3 simple movements</p>	<p>Explore different ways using a ball) Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Participate in simple team games Develop simple attacking and defending techniques Pass and receive a ball in different ways with increased control.</p>	<p>Focus on technique on striking a ball with control when shown. Focus on technique on fielding a ball using under and over arm throwing. Able to play simple games in small groups, applying rules and skills that have been taught.</p>	<p>Explore different ways using a ball) Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Participate in simple team games Develop simple attacking and defending techniques Pass and receive a ball in different ways with increased control.</p>	<p>Can run at different speeds. Can jump from a standing and running position Performs a variety of throws with basic control.</p>



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Computing</b> <b>End Points</b></p> 	<p><b>Digital Literacy: networks.</b> Describe common uses of information technology beyond school</p>		<p><b>Computer Science: write and debug programs.</b> Create a simple program</p>		<p><b>Information Technology: create digital content.</b> Use technology purposefully to create digital content</p>	
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<ul style="list-style-type: none"> <li>Identify technology</li> <li>Explain technology as something that helps us</li> <li>Identify a computer and its main parts (screen, mouse, keyboard) Use a mouse in different way</li> <li>Use a keyboard to type on a computer</li> </ul> <p>Save and open my work</p>		<ul style="list-style-type: none"> <li>Follow an instruction</li> <li>Recognise that the order of instructions in an algorithm is important</li> <li>Combine four direction commands to make sequences</li> <li>Control a floor robot</li> </ul> <p>Create algorithms for sprites</p>		<ul style="list-style-type: none"> <li>Use letters, numbers, space and back key</li> <li>Type capital letters</li> <li>Use the arrow keys to move the cursor</li> <li>Use bold, italic and underline</li> <li>Change the font style, size and colour</li> <li>Explain why I used the tools that I choose</li> <li>Use the freehand, shape, fill and line tools</li> <li>Change colour and brush styles</li> </ul> <p>Make careful choices when painting a digital painting</p>	
<p><b>Design &amp; Technology</b> <b>End Points</b></p> 	<p><b>Design, Make and Evaluate Assignment (DMEA)</b></p> <p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Sliders and Levers</b> <b>Possible ideas</b> Make a moving boat picture</p>		<p><b>Design, Make and Evaluate Assignment (DMEA)</b></p> <p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Templates and joining techniques</b> <b>Possible ideas</b> Make a rainmaker or African mask</p>		<p><b>Design, Make and Evaluate Assignment (DMEA)</b></p> <p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</p> <p><b>Preparing fruit and vegetables</b> <b>Possible ideas</b> Prepare food for a teddy bears' picnic or a party, fruit kebabs</p>	
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Early experiences of working with paper and card to make simple flaps and hinges.</li> <li>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Explore and use sliders and levers.</li> <li>Understand that different mechanisms produce different types of movement.</li> <li>Know and use technical vocabulary relevant to the project</li> </ul>		<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Experience of using construction kits to build walls, towers and frameworks.</li> <li>Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card</li> <li>Experience of different methods of joining card and paper.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures.</li> <li>Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>		<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</li> <li>Experience of cutting soft fruit</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Design appealing products for a particular user based on simple design criteria.</li> <li>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>Communicate these ideas through talk and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.</li> <li>Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>MFL</b></p> <p><b>End Points</b></p> 	<p><u>Los Colores y Los Numeros</u> Name five colours and count to 5 securely, and attempt up to 10.</p> <p><u>Los Animales</u> Attempt to name up to 5 animals in Spanish. Write and say a short phrase using the verb 'soy' (I am) and an animal.</p> <p>Know how to say Happy Christmas in Spanish and sing the Feliz Navidad/I wanna wish you a merry Christmas song.</p>		<p><u>Los Superheroes</u> Combine colours with nouns and begin to learn high frequency verbs in the 1st person.</p>		<p><u>En Mi Pueblo</u> Recognise, recall, and remember up to 7 places from the town and attempt to spell some of these nouns.</p> <p>Annual Hispanic Day</p>	
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Speak familiar vocabulary, phrases and basic language structures</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> </ul>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>No Outsiders</b> End Points</p> 	<p>Accept who you are Be proud of my family and our identity</p> 		<p>Know we are all different and we all belong in the world We do things differently, we can learn from each other</p> 		<p>Know disability means our bodies work in different ways Talk about our families</p> 	
<p><b>PSHCE &amp; RSE</b> End Points</p> 		<p><b>Different Friends</b> Know that we can be friends with different people</p>		<p><b>Growing and Changing</b> Understand that babies need care and support. Know that older children can do more by themselves</p>		<p><b>Families and Care</b> Know that there are different types of families. Know which people we can ask for help.</p>
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>		<p><u>Relationships Education</u> Respectful relationships (3a, 3e)  <u>Health Education</u> Mental Wellbeing (6b, 6c)</p>		<p><u>Key Stage 1 Science</u> Identify, name, draw and label the basic parts of the human body.</p>		<p><u>Relationships Education</u> Families and People who care for me (1a, 1b, 1c, 1d, 1f) Caring friendship (2e) Respectful relationships (3a, 3e) Being Safe (5d, 5e)  <u>Health Education</u> Mental Wellbeing (6b, 6c)</p>
<p><b>British Values</b></p>						

## **Home Learning Links;**

### **Autumn**

#### **Lost and Found**

- Find out about penguins. Where can you find them? How are they adapted to living in that environment? What do they eat? Can you find the South Pole on a map?
- Have fun with Jack Hartmann dancing the penguin dance <https://www.youtube.com/watch?v=ufOuKmKwnKs>
- In the film version of the story, the boy and penguin come across an octopus. Could you design your own sea creature?

#### **Nibbles**

- Visit a library and lose yourself in books and stories.
- Think about what mischief and mayhem Nibbles would cause if he nibbled into one of your story.
- Explore some of the fun activities on the author's website <https://www.emmayarlett.com/Nibbles-Book-Activities>

### **Spring**

#### **The Lion Inside**

- The mouse wants to be able to roar like a lion. Make a list of words that describe the sounds that different animals make.
- The story happens in the African savannah – can you locate the continent Africa on a map?
- Classifying animals - Can you classify the animals in the book into mammals, birds, amphibians, reptiles and fish?
- Check out other books illustrated by Jim Field – There is a video tutorial about how to draw Mouse <https://www.jimfield.me/>

#### **The Curious Case of the Missing Mammoth**

- The mammoth is an extinct animal. Find out about other extinct and endangered animals.
- Visit a museum if you can – World Museum Liverpool for example
- Make your own museum and label all your exhibits.

### **Summer**

#### **Toys in Space**

- The toys see a shadow when they first arrive on the spaceship. How are shadows formed? Investigate your own shadow on a sunny day.
- Make a recycled rocket! How far will it travel?
- Find out the cost of various toys and use the prices to make up some word problems.
- Plan a party. Make a list of the items you will need and find out how much they might cost.

#### **Goldilocks and Just One Bear – Twisted Tales**

- Go on a woodland walk and spot signs of woodland creatures.
- Read traditional tales and make up different endings for them. Find out how old some of these tales are. Did your grandparent read them when they were your age?

#### **Maths games**

Mathletics and Maths Jam – individual pupil login needed

Karate Cats – KS1 Maths games - <https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw>

TopMarks - <https://www.topmarks.co.uk/maths-games/5-7-years/counting>

ICTGames - <https://www.ictgames.com/mobilePage/index.html>