

Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

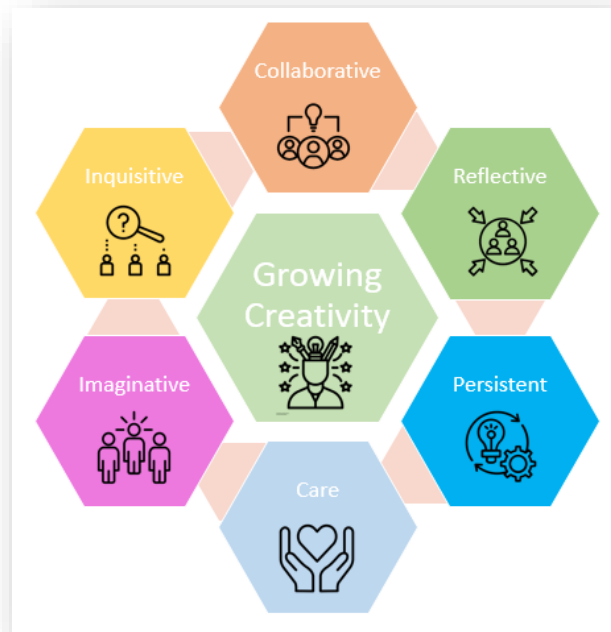
Connected Overview – Year 2



Cheshire Academies Trust
Inspiring hearts and minds

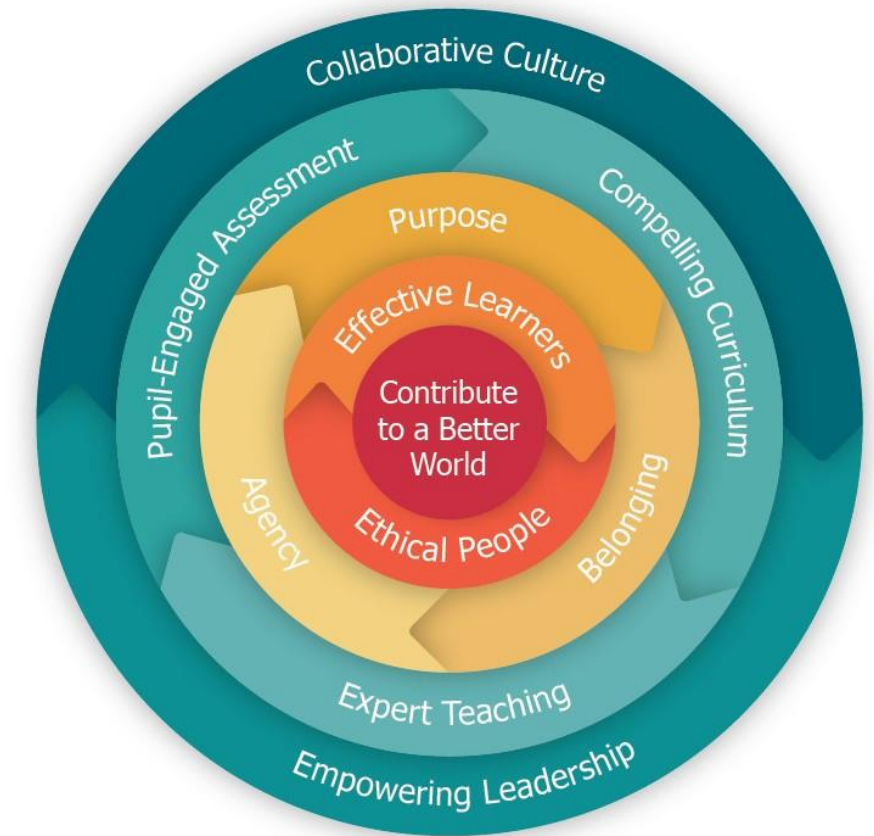


Creative and Inclusive Practice at Kelsall Primary & Nursery School



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.








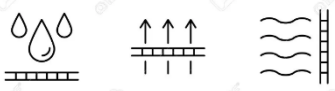







'With reference to **'Embedding Inclusive Practice'**, NASEN

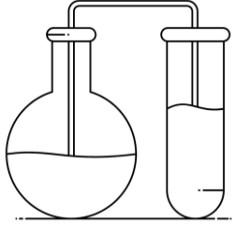
English and Mathematics Curriculum Overviews






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Focus: Fiction, character focus	Focus: Non chronological reports	Focus: Fiction, adventure focus	Focus: Recount, diary entry	Focus: Letters, writing in role	Focus: Fiction, moral focus
Phonics Curriculum						

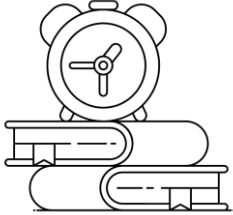

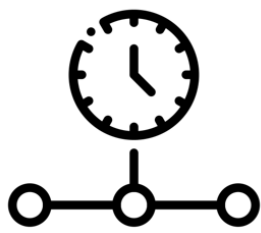

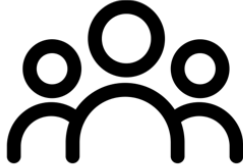

 Mathematics Curriculum	Numbers to 100 Addition and Subtraction	Addition and Subtraction Properties of Shapes	Money Multiplication and Division	Multiplication and Division	Length and Height	Mass, Capacity and temperature
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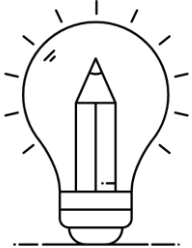






Connected Curriculum



 Connected Curriculum Year 2	Geography United Kingdom (1)  History: Significant Person Life of Mae Jemison 	Science Living Things and their Habitats  History: Significant events The Gunpowder Plot 	Science Use of Everyday materials  Geography United Kingdom (2) 	History: Significant events The Great Fire of London  Geography Seasonal Weather Comparison 	Science Plants  Geography Local Area 	Science Animals and humans  History History of Chester Zoo 
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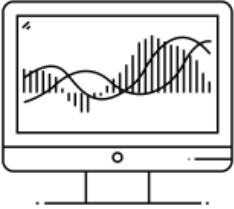
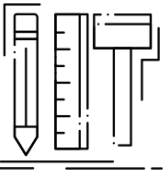
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Science End Points</p> 		<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p>To identify and compare the suitability of a variety of everyday materials for particular uses.</p>		<p>To detail how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>To describe the basic needs of animals, including humans, for survival (food, water and air)</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>		<p>Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between living, dead and non-living things. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		<p>Plants (Trees)</p> <ul style="list-style-type: none"> Observe and describe how bulbs and seeds grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow 	<p>Animals including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow in to adult Find out about and describe the basic needs of animals, including humans, for survival (food, water, air). Describe the importance of exercise to humans, eating the right amounts of different types of foods, and hygiene.
<p>Working Scientifically (Disciplinary Knowledge)</p>				<p>Key Vocabulary</p>		
<ul style="list-style-type: none"> Ask a range of simple questions about what is noticed. Observe things closely using simple equipment. Perform a range of simple tests. Identify and classify things in the natural and humanly constructed world. Use a range of observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. 				<p>Living Dead never alive habitats food chain shelter woodland ocean rainforest conditions hot/warm/cold dry/damp/wet</p>	<p>Bright/shade/dark wood metal Plastic glass brick rock paper cardboard leaf root leaves bud flowers</p>	<p>blossom petals root stem offspring grow adults water food exercise air hydyne nutrition reproduction</p>


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Geography End Points</p> 	<p>To accurately and confidently discuss the countries, cities and features that make up the United Kingdom, using maps, atlases and digital resources to support this.</p>		<p>To further explore the four countries of the United Kingdom through studying the culture, populations, flags of these countries.</p> <p>To compare a small area of the UK to a contrasting non-European country, comparing their land use, communities and connections to describe life on these islands.</p>	<p>Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world</p>	<p>Use geographical vocabulary (compass directions, locational language) to describe the physical and human features of Kelsall</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Re-cap name, locate and identify United Kingdom surrounding seas Name and locate the world's seven continents and 5 oceans <p>Place Knowledge</p> <ul style="list-style-type: none"> Capital cities of 4 countries 		<p>Place Knowledge</p> <ul style="list-style-type: none"> Compare and contrast physical similarities and differences of a small area of the United Kingdom, Chester and of a small area in a contrasting non-European country Capital cities of 4 countries 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Analysis of the seasonal and daily weather patterns in the UK (compared to Non EU country) 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	
<p>Geography Fieldwork & Skills (Disciplinary Knowledge)</p>				<p>Key Vocabulary</p>		
<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of Kelsall school and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional language Use aerial images and plan perspectives to recognise landmarks and basic physical features. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Climate</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> </div>				<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Antarctica Africa Asia Europe South America North America Australia climate weather system cartography climate change ozone habitat oceans north</p> </div> <div style="width: 45%;"> <p>Northern Ireland England Wales Scotland Channel Indian Pacific Atlantic Arctic patterns clouds wind rain storm pressure high low rainfall</p> </div> </div>		





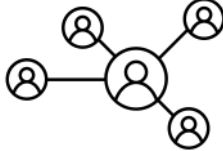

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>History End Points</p> 	<p>To develop a knowledge of Mae Jemison and understand how her space mission contributed to national and international achievements today and explore how these discoveries shaped future generations to the present day</p>	<p>To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today.</p>		<p>To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it.</p>		 <p>To explore the history of Chester Zoo, finding out how it started and the changes that have happened over time along with the vast intake of animals they have had over time.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (lives in different periods e.g. Christopher Columbus & Neil Armstrong).</p> <ul style="list-style-type: none"> Describe significant people from the past – Mae Jemison and understand the history of her life as an astronaut Know where events and people I have studied fit on a basic timeline. Describe historical events 	<p>Events beyond living memory that are significant nationally/globally (Gun Powder Plot)</p> <ul style="list-style-type: none"> Know where events and people I have studied fit on a basic timeline. Give cause of an event and give a reason why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. 		<p>Events beyond living memory that are significant nationally/globally (Great Fire of London)</p> <ul style="list-style-type: none"> Know where events and people I have studied fit on a basic timeline. Similarities and differences between ways of life. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. 		<p>Local History study</p> <ul style="list-style-type: none"> The history of Chester Zoo -when it was founded, who it was founded by and the history of the animals that called the zoo their home Tell the past is different from today and explore how Chester Zoo has changes over time Discuss changes that have happened in their own lifetime (new animals) Use a historical resources to ask simple questions – why, when, who
<p>Historical Enquiry Skills (Disciplinary Knowledge)</p>				<p>Key Vocabulary</p>		
<ul style="list-style-type: none"> Observe or handle evidence (artefacts, pictures, online sources) to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Develop chronological understanding. Recognise that there are reasons why people in the past acted as they did. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="121 1423 448 1749" style="text-align: center;">  <p>Chronology</p> </div> <div data-bbox="477 1423 774 1749" style="text-align: center;">  <p>Invasion & Settlement</p> </div> <div data-bbox="804 1423 1130 1749" style="text-align: center;">  <p>Society</p> </div> <div data-bbox="1160 1423 1457 1749" style="text-align: center;">  <p>People of the Past</p> </div> </div>				<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>significant nationally globally Great Fire of London, aeroplane flight commemorate festivals anniversaries remembrance key features of events Parliament</p> </div> <div style="width: 45%;"> <p>modern past/ present/ future memory information similarity difference lives memorial monument local impact museum buildings</p> </div> </div>		

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art End Points</p> 	<p>Using Troll Swap Illustrator as inspiration Leigh Hodgkinson https://www.leighhodgkinson.co.uk/ Large collaborative collages Colour mixing Line/texture/collage/inks</p> <p>Work with a partner to produce a large collage using a range of media, responding to and taking idea from the Troll Swap illustrations. I can talk about my work and offer advice to others.</p>	<p>Observational drawings of owls. Printing Pen/ink/collage Partner pieces</p> <p>I can develop my own Owl mixed media drawing using direct observation and a range of media. I can improve and develop my own work over time.</p>	<p>Dragon Machines linked to steam punk theme Alan Lee Classic - The Art of Alan Lee (iamag.co) Collage/inks/pen/pastel Fire of London – printing –</p> <p>I can design and develop my own Dragon Machine using ideas from steam punk artists, using a range of materials and collage.</p>	<p>Print block based on Major Glad/Dizzy Printing/inks.</p> <p>I am able to create a print block and design a repeated pattern based on the Major Dizzy character. I can talk about my work and how it makes me feel.</p>	<p>Charcoal Wolves April Coppini https://aprilcoppini.com/about/ Drawing techniques. Charcoal/inks Gustav Klimt Landscapes/forests/mixed media My charcoal wolf has been completed using a range of techniques, with care and precision.</p> <p>Use of Area 13 -----></p> 	<p>Illustrator focus David Litchfield About – David Litchfield Illustration Group painting – mixed media. I can work well within a group to produce a mixed media piece of artwork.</p>
<p>Curriculum Objectives</p>	<p>Making Skills (Procedural Knowledge)</p> <ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. 	<ul style="list-style-type: none"> Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings. Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control. 	<p>Generating Ideas (Conceptual)</p> <ul style="list-style-type: none"> Explore ideas Record Feelings & Experiences 	<ul style="list-style-type: none"> Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places. 	<p>Knowledge (Factual) </p> <ul style="list-style-type: none"> Learn great Artists, Craft & Design Learn how artists use formal elements Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level. 	<p>Evaluation (Metacognition) </p> <ul style="list-style-type: none"> Evaluate and Analyse own & others work Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.
<p>Music End Points</p> 	<p>Hands, Feet, Heart</p> <p>Find the pulse whilst listening to the main song and recognise and name two or instruments they hear.</p>	<p>Ho, Ho, Ho</p> <p>Recognise the musical style of a song name some of the instruments and voices they hear.</p>	<p>I Wanna Play in a Band</p> <p>Find the pulse within a piece or rock music and name some of the instruments they hear.</p>	<p>Zootime</p> <p>Find the pulse within a piece or Reggae music and name some of the instruments they hear.</p>	<p>Friendship Song</p> <p>Find the pulse within a piece of music about friendship and name some of the instruments they hear.</p>	<p>Reflect, Rewind and Replay</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	<p>Singing</p> <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<p>Playing</p> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. 	<p>Improvisation</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	<p>Composition</p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<p>Performance</p> <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Religious Education</p> <p>End Points</p> 	<p>Children can explain what many Jews believe about God and some rules they follow in life. They explain parts of stories from the Torah and what these teach.</p>	<p>Children can discuss artefacts Jews use in life and for celebrations. They can talk about how Jews may mark Shabbat and explain other Jewish festivals such as Purim and Hanukkah.</p>	<p>Children can explain the Bible is a special book for Christians and that it is made up of lots of parts. They give examples of lessons it can give for lift and retell simple Bible stories.</p>	<p>Children can discuss who they think Jesus is and how he is special for Christians. They describe how people followed him called disciples and can give examples of miracles Jesus performed.</p>	<p>Children accurately retell a parable which Jesus told and discuss why these parables are important to Christians and their beliefs.</p>	<p>Children can talk about core beliefs and how Humanism differs from religions they know.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Judaism: What do Jews believe about God?</p> <ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories. Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities Find out about questions of right and wrong and begin to express my own ideas and opinions. 	<p>Judaism: How do Jews show faith through practices and celebrations?</p> <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why. Identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. 	<p>Christianity: Why is the Bible a special book for Christians?</p> <ul style="list-style-type: none"> Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Recognise some religious symbols and words. Ask questions about belonging, meaning and truth and can express my own ideas and opinions in response. 	<p>Christianity: Who was Jesus and why is he important to Christians today?</p> <ul style="list-style-type: none"> Start to share opinions and say what is important to myself and to others. Say ideas which are important to me and can say what I think to be right and wrong. 	<p>Christianity: Why did Jesus teach people through stories?</p> <ul style="list-style-type: none"> Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Work together with others even if we have differences. 	<p>Free Choice: What is Humanism?</p> <ul style="list-style-type: none"> Recognise and know the meaning of the Happy Human symbol. Know some key Humanist beliefs.
<p>Physical Education</p> <p>End Points</p> 	<p>Dance</p> <p>To explore and perform a range of body actions with control, co-ordination and fluency and show a contrast in shape.</p>	<p>Gymnastics</p> <p>To explore and perform a range of body actions with control, co-ordination and fluency, and show a contrast in shape.</p>	<p>Invasion Games</p> <p>To perform basic skills of rolling, striking and kicking showing awareness of opponents and team-mates when playing games.</p>	<p>Gymnastics</p> <p>To explore and perform a range of body actions with control, co-ordination and fluency, and show a contrast in shape</p>	<p>Multi-Sports</p> <p>To use throwing and catching skills, making simple choices when playing individual and team games.</p> <p>To confidently use skills appropriately, making good decisions regarding use of equipment, space and aiming for targets.</p>	<p>Athletics</p> <p>To confidently demonstrate fundamental skills for running jumping and throwing.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds to a range of stimuli</p>	<p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Balances with increasing control and complexity</p>	<p>Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Describe what they see and ask to copy others' ideas, skills and tactics. Understand and develop tactics for attacking and defending. (rugby, netball, football, basketball)</p>	<p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Balances with increasing control and complexity</p>	<p>Choose, use and vary simple tactics. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination</p>	<p>Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. Preparation for shot put and javelin Can use equipment safely</p>

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computing End Points</p> 	<p>Digital Literacy: networks</p> <p>Describe common uses of information technology beyond school</p>		<p>Computer Science: algorithms and logical reasoning</p> <p>Use logical reasoning to predict the behaviour of simple programs Understand what algorithms are and that they are implemented as programs on devices</p>		<p>Information Technology:</p> <p>Create digital content Use technology to manipulate digital content</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Recognise the uses and features of information technology Identify that a computer is a part of IT Identify the uses of information technology in the school Talk about uses of information technology beyond school e.g. in a shop</p>		<p>Recognise the importance of giving clear instructions Use an algorithm to program a sequence on a floor robot Plan algorithms for different parts of a task Identify that a program needs to be started</p>		<p>Use a digital device to take a photograph Take photos landscape and portrait Explore the effect of light on a photo Recognise that images can be altered</p>	
<p>Design & Technology End Points</p> 	<p>Design, Make and Evaluate Assignment (DMEA)</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>Possible ideas Bird Fruit Salad, Fruit kebab, Space Fruit Juice</p>		<p>Design, Make and Evaluate Assignment (DMEA)</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>Possible ideas Dragon puppet, Major Dizzy puppet</p>		<p>Design, Make and Evaluate Assignment (DMEA)</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>Possible ideas Car for the Giant.</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<p>Designing</p> <ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. 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. Know and use technical and sensory vocabulary relevant to the project. 		<p>Designing</p> <ul style="list-style-type: none"> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project. 		<p>Designing</p> <ul style="list-style-type: none"> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 	

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>MFL</p> <p>End Points</p> 	<p><u>Los Instrumentos</u></p> <p>Recognise, recall and spell up to 10 instruments and learn to say and write 'I play an instrument'.</p> <p>Sing the Feliz Navidad song with more confidence and accuracy, focussing on learning 'prospero ano y felicidad'.</p>		<p><u>Los Numeros</u></p> <p>Learn numbers 11-20_</p> <p><u>La Fruta</u></p> <p>Name and recognise up to 10 fruits in Spanish, attempt to spell some of these nouns, and say which fruit they like and don't like.</p>		<p><u>Los Helados</u></p> <p>Repeat and recognise most of the 10 ice-cream flavours (includes cognates) as presented in the unit.</p> <p>Annual Hispanic Day</p>	
<p>Curriculum Objectives (Substantive Knowledge)</p>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Speak familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Read carefully and show understanding of words, phrases and simple writing 					

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>No Outsiders</p> <p>End Points</p> 	<p>Explain what diversity means Discuss why we can play with anyone and not leave anyone out.</p> 		<p>Talk about disability and own needs Discuss ways that we are all have different needs but can work together.</p> 		<p>Describe ways that we can adapt to meet others' needs (sign language). Explain what adoption is and describe what a family is.</p> 	
<p>PSHCE & RSE</p> <p>End Points</p> 		<p>Differences</p> <p>Demonstrate an understanding that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies.</p>		<p>Male and Female Animals</p> <p>Describe some differences between male and female animals and demonstrate an understanding that making a new life needs a male and a female.</p>		<p>Naming Body Parts</p> <p>Describe the physical differences between males and females and name the body parts.</p>
<p>Curriculum Objectives (Substantive Knowledge)</p>		<p><u>Relationships Education</u> Respectful relationships (3a, 3g)</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> Respectful relationships (3a))</p> <p><u>Key Stage 1 Science</u> Notice that animals, including humans, have offspring that grow into adults</p>		<p><u>Key Stage 1 Science</u> Identify, name, draw and label the basic parts of the human body.</p>
<p>British Values</p>						

Home Learning Links;

Maths

- TT Rock Stars
- Mathletics
- Maths Jam

Autumn

Look Up!

- Visit Jodrell Bank
- Make a telescope using kitchen roll tube
- Have a star gazing night
- Make some planets at home

The Owl Who Was Afraid of The Dark

- Visit Cheshire Falconry
- Make a list of animals that come out in the daytime and a list of animals that come out at night.
- Use a telescope to look at the stars, like the man in the story. Can you make your own cardboard telescope?
- Can you paint / draw a firework scene that would make the little boy excited?
- Create your own Nature Sketch Book to collect sketches of animals and plants you see on a walk.

Spring

Dragon Machine

- Create your own flying machine
- Watch the Dragon Machine with signing [The Dragon Machine | BookTrust](#). Try and join in with some of the signs.
- Draw a dragon with Rob [#DrawWithRob 45 Dragon - Bing video](#)
- Investigate other flying creatures – can you create a booklet to share what you found out?

Major Dizzy, Major Glad

- Choose your favourite toy and write a description of this.
- Imagine your toys could talk – what would they say to you? What would they get up to?

Great Fire of London

- Create your own Tudor House or street – you could even recreate the fire with an adult to help you.
- Visit the Monument and Pudding Lane in London – visit in person or look at Google Street View.
- Read the Great Fire of London Horrible Histories book
- Bake some bread like Thomas Farriner
- Create your own Lolly Stick Theatre - [lr-families-great-fire-lolly-stick-theatre.pdf \(museumoflondon.org.uk\)](#)
- Play the GFL game - [Game - The Great Fire of London](#)
- Play the GFL Minecraft game - [Great Fire 1666: a Minecraft experience - The Great Fire of London](#)

Summer

The Last Wolf

- Help to tidy up your local area by going on a litter picking walk
- Plant a bulb/seed and observe how it changes throughout the year
- Go for a bug hunt – what micro habitats can you find?
- Find some strange and interesting trees to photograph

Grandad's Secret

- Can you design some new clothes for the giant? Could you stitch some new patchwork dungarees for him?
- In the illustrations, the giant appears to blend into the background. Find out how animals use camouflage to achieve the same effect.
- The people living in the town couldn't finish the mural, so the giant completed it for them. Could you start a picture or painting and ask a friend to complete it?
- Think of a 'backstory' for the giant. Where did he come from?