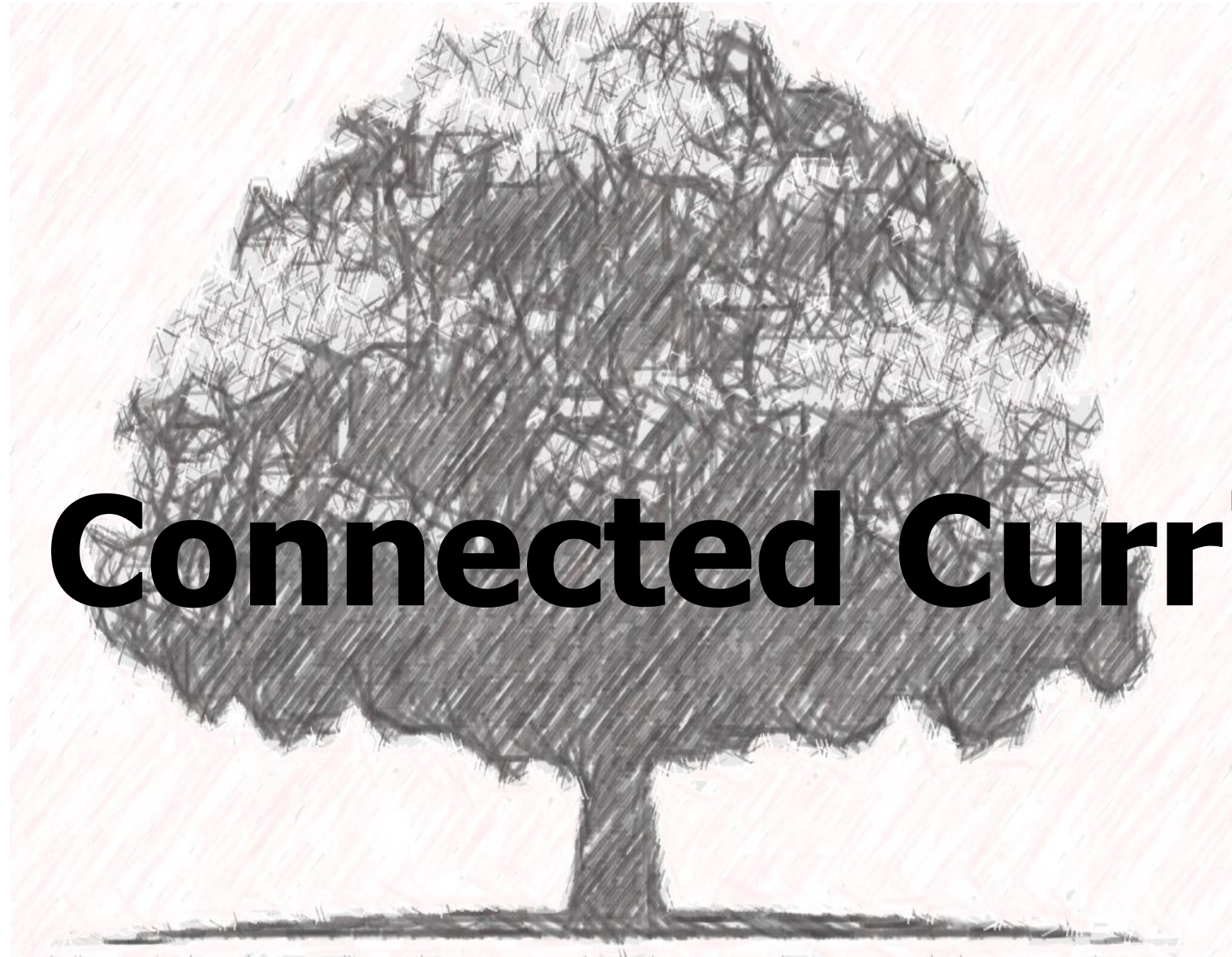


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

Connected Overview – Year 3



Cheshire Academies Trust
Inspiring hearts and minds



KELSALL
PRIMARY AND
NURSERY SCHOOL
A LOVE FOR LEARNING



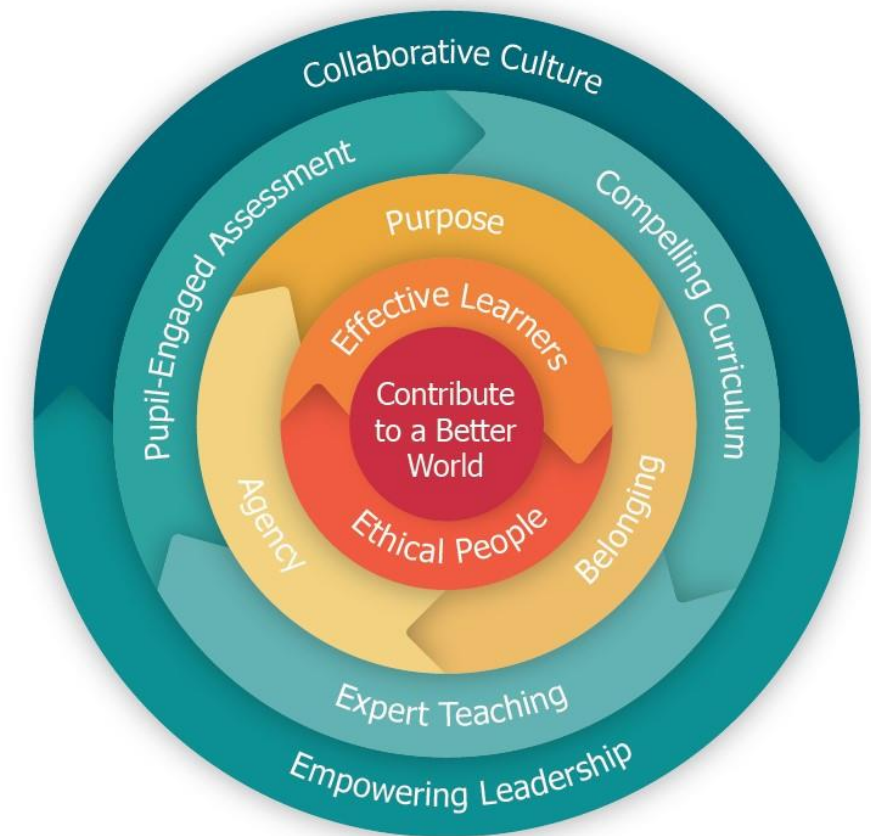
Creative and Inclusive Practice at Kelsall Primary & Nursery School

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.






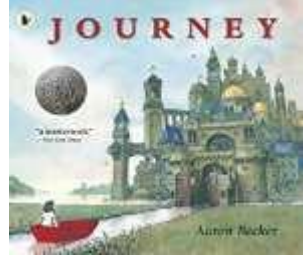







When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge.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

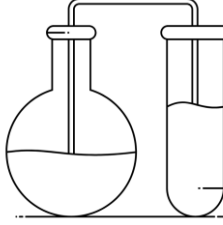
English and Mathematics Curriculum Overviews






| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |
| | Focus: Recounts, letters in role | Focus: Fiction, fantasy story | Focus: Historical narratives | Focus: Information persuasion text | Focus: Fiction, adventure story | Focus: Persuasion, information text |
| Reading Curriculum |  |  |  |  |  |  |

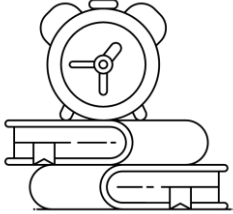

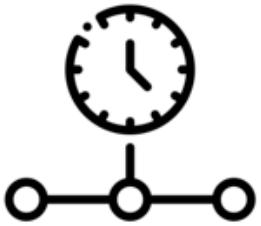



| | | | | | | |
|--|---|---|---|-----------------------------|---|--------------------------|
|  Mathematics Curriculum | Place Value with 1000 Addition and Subtraction | Additional and Subtraction Multiplication and Division | Multiplication and Division Money Statistics | Length Fractions | Fractions Time Angles and properties of shapes | Mass Capacity |
|--|---|---|---|-----------------------------|---|--------------------------|

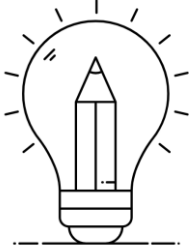



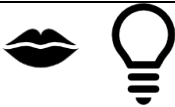


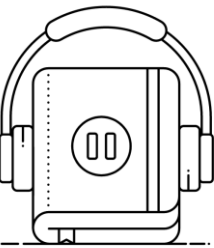
Connected Curriculum


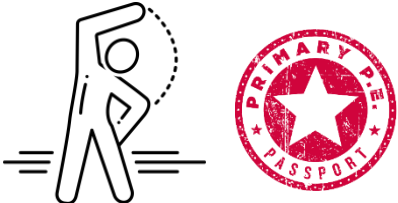
| | | | | | | |
|--|---|--|--|---|--|--|
|  Connected Curriculum | Science Animals, including humans  Geography The United Kingdom  | Geography The Water Cycle  History Chester Canal  | Science Rocks  History Stone Age to Iron Age  | Science Magnets  Geography Continents  | Science Plants linking with Early Civilisation (growing on the river)  | Science Light and shadow  History The Ancient Egyptians  Geography Continents  |
| Year 3 | | | | | | |


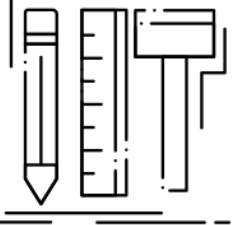
| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|----------|--|---|---|---|
| Science End Points  | <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> | | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> | <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> | <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers</p> | <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> |
| Curriculum Objectives (Substantive Knowledge) | <p>Animals including humans Identify that animals need the right types and amount of nutrition and that they can't make their own food.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | | <p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Forces Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> | <p>Plants Identify and describe functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate how water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> | <p>Light Recognise that they need light in order to see things and darkness is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when light from a light source is blocked by a solid object.</p> <p>Find patterns in the way the size of shadows changes.</p> |
| Working Scientifically (Disciplinary Knowledge) | | | | Key Vocabulary | | |
| <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or support their findings | | | | leaves flowers blossom petals fruit roots bulb seed trunk branches stem stigma style anther nutrients seed seedling bulb compost decay ovary ovule pollen pollination seed formation dispersal reproduce Nutrients Protein Carbohydrate Fat Vitamins Minerals Fiber Balanced Healthy Water Diet Skeleton Bones (ribs, spine, clavical, femur, skull) Joints Endoskeleton Exoskeleton rocks granite, limestone sandstone fossil soil sandy pea decay compost soft hard rough smooth stiff shiny dull waterproof absorbent opaque transparent translucent texture light sources sun dangerous lamp flame torch light bulb dim sunrise sunset dusk reflect reflection reflected shadows size, shape pattern force contact non-contact move surface material carpet tiles wood lino bubble wrap sandpaper fleece magnet magnetic magnetic field bar horseshoe ring strength strong weak metal coated attract repel poles north south | | |


| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|----------|--|----------|--|
| <p>Geography End Points</p>  | <p>To develop a deeper knowledge of the UK and its geographical features, describing land use and change over time and developing this through map and fieldwork.</p> | <p>To understand the features of the water cycle, including precipitation, evaporation and condensation and describing the journey the River Dee using maps, atlases and digital resources to support this.</p> | | <p>To develop knowledge of the world's seven continents focusing on their surrounding seas and oceans to determine the impact life today is having on the species living in those habitats.</p> | | <p>To further develop an understanding of the continents and oceans of the world, naming countries of the world and comparing physical and human features to the UK.</p> |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics <p>Place Knowledge</p> <ul style="list-style-type: none"> United Kingdom- counties and cities <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world | <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of rivers, the water cycle, mountains and hills. Types of landforms surrounding Chester Water cycle – When Winter ends and spring arrives. | | <p>Place Knowledge</p> <ul style="list-style-type: none"> Equator - North pole south pole – linked to book Name and locate the world's seven continents through whale migration North and South Pole – linked to book. Name and locate the world's continents and oceans. | | <p>Place Knowledge</p> <ul style="list-style-type: none"> Name and locate some countries of the world, in and out of Europe. <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics |
| <p>Geography Fieldwork & Skills (Disciplinary Knowledge)</p> | | | | <p>Key Vocabulary</p> | | |
| <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="136 1493 454 1822" style="text-align: center;">  <p>Location</p> </div> <div data-bbox="477 1493 795 1822" style="text-align: center;">  <p>Climate</p> </div> <div data-bbox="842 1478 1160 1822" style="text-align: center;">  <p>Physical</p> </div> <div data-bbox="1207 1478 1525 1822" style="text-align: center;">  <p>Human</p> </div> </div> | | | | <div style="display: flex; justify-content: space-between;"> <div data-bbox="1813 1318 2012 1745"> <p>United Kingdom, county city town village, region, nation, settlement community population map mountain valley coast vegetation</p> </div> <div data-bbox="2101 1318 2258 1745"> <p>land key plan environment forest hill field river lake loch pond rapids sea stream waterfall</p> </div> <div data-bbox="2368 1318 2525 1486"> <p>ocean coastline shoreline precipitation evaporation condensation</p> </div> </div> | | |


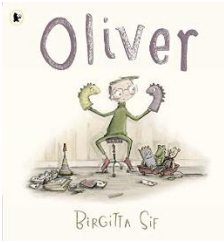
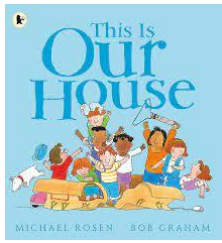

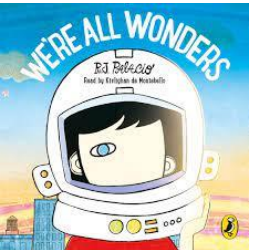
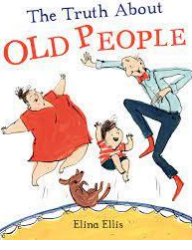
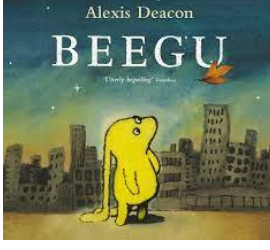
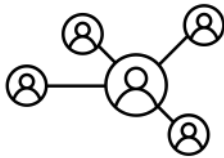



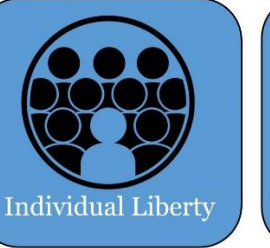
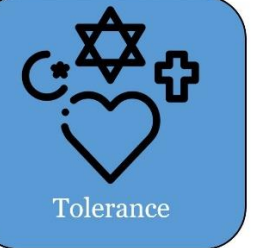
| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|--|---|---|----------|--|
| History End Points  | |  To understand why Chester Canal was built and describe its significance on life, trade and society in Chester and how this has changed over time. | To develop a knowledge of how Britain changed between the, Bronze Stone and Iron Ages and explore benefits of a settler's lifestyle as opposed to nomad's lifestyle. | | | Describe the achievements of The Ancient Egyptians and understand how their historical inheritance is still imperative today; study the life short of Tutankhamun and explain how he became the famous 'Boy King'. |
| Curriculum Objectives (Substantive Knowledge) | | Local History <ul style="list-style-type: none"> Understand the history of Chester and the impact this has on life in the city today Tell the past is different from today and explore how Chester has changes over time Use artefacts, pictures, stories, online sources and databases to find out about the past | Changes in Britain Stone Age, Bronze Age and Iron Age <ul style="list-style-type: none"> A coherent narrative knowledge and understanding of Britain's past and the wider world Use evidence to ask questions and find answers to questions about the past. To understand that the past is divided into differently names periods of time and use some dates to explain British, local, world history. Place events, people and changes of British, local & world using appropriate dates/chronological conventions e.g. BC, BCE &AD. Place events, artefacts and historical figures on a time line using dates and the concept of change over time | | | The achievements of the earliest civilization – an overview where and when the first civilization appeared in a depth study of one of the following: -Ancient Sumer - Indus Valley -Ancient Egypt -Ancient China In depth study of Ancient Egypt – the achievements of the earliest civilizations Compare some of the times studied with those of other areas of interest around the world. |
| Historical Enquiry Skills (Disciplinary Knowledge) | | | | Key Vocabulary | | |
| Use original sources from the local area to ask and answer questions; <ul style="list-style-type: none"> Ask questions about the past, begin to think about open and closed questioning; Use some historical vocabulary to communicate, including: dates; time period; era; change; chronology; Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ; Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different; Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history; Understand the concept of change over time, and why things change. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="130 1648 457 1971" style="text-align: center;">  Chronology </div> <div data-bbox="477 1648 774 1971" style="text-align: center;">  Invasion & Settlement </div> <div data-bbox="804 1648 1130 1971" style="text-align: center;">  Society </div> <div data-bbox="1151 1648 1451 1971" style="text-align: center;">  People of the Past </div> </div> | | | | <div style="display: flex; justify-content: space-between;"> <div data-bbox="1762 1358 2030 1755"> Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms </div> <div data-bbox="2050 1358 2252 1644"> reliability continuity significance discussion argument reasoning frame historically-valid draw contrasts, analyse trends </div> <div data-bbox="2326 1358 2513 1526"> Ancient Sumer; Indus Valley; Ancient Egypt; mummification pyramid western world </div> </div> | | |

| Subject | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|---|--|--|--|---|--|---|
| Art End Points  | Seals Pen & Ink Drawing Ink & Acrylics I can use pen and ink effectively to develop a seal drawing based on our core book. I can develop my art by using a wider range of materials; acrylics, pastels and inks. I can appraise my own and others work. | Deer David Bellamy Pieter Brugel Landscape Art I can work with a partner to develop a mixed media piece of landscape artwork. I can use my sketchbook to record ideas and facts about the artist. I am able to seek out critique and take feedback. | Cave Painting Charcoal/Surfaces Using charcoal and tools that stone age people would have utilised, I can recreate cave paintings on a range of surfaces including in AREA 13.  | Big Blue Whale Art of Nick Maland Whales – partner work I can work with a partner to produce a piece of art in the style of Nick Maland, using line and colour. I can appraise my own and others work, making changes where needed. | Journey Escher Stephen Wilshire Buildings/Continuous Drawing I can develop a continuous line drawing based on the art of Stephen Wilshire. I can research and find out facts about the artists studies, how they work and materials they use. I can use this in my own work. | Giraffes Mixed media painting Big Giraffe Project! I can contribute towards a whole class mural using a range of art resources and materials.  | |
| Curriculum Objectives (Substantive Knowledge) | Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work. Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)  | | Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.  | | Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).  | | Evaluation (Metacognition)  Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this. |
| Music End Points  | Let Your Spirit Fly Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening. | Glockenspiel Stage 1 The children: Learn to play and read the notes C, D, E + F. | Three Little Birds The children can Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics. | The Dragon Song Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? | Bringing Us Together Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?. | Reflect, Rewind and Replay | |
| Curriculum Objectives (Substantive Knowledge) | Listen and Appraise <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song | Singing To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice | Playing Instruments <ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) | Improvisation To know and be able to talk about improvisation: <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 To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake | Composition To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) | Performance To know and be able to talk about: <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion | |

| Subject | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|--|--|
| <p>Religious Education</p> <p>End Points</p>  | <p>Children can retell the Ramayana in their own language and describe different characteristics of Hindu Gods and Goddesses. They can explain that Hindus believe one God is represented through different forms and explain Diwali.</p> | <p>Children can articulate that Muhammad was a prophet and that Muslims believe in other messengers called angels. They describe the importance of the Qur'an for Muslims and describe how they worship in a Mosque.</p> | <p>Children can articulate how the Bible is made up of many parts and testaments, and why it is so important to Christians. They can give examples of Bible stories and demonstrate how to find them in the Bible.</p> | <p>Children use Biblical references to support discussions about Jesus and how people viewed him. They can talk about art and symbolism associated with Jesus.</p> | <p>Children can explain who they think God is and whether they believe or not whilst respecting other views. They can also explain a view which is not their own and relate it to the story of Abraham.</p> | <p>Children can discuss who Baha'u'llah was and understand why he was important. They can talk about unity and what this means to them and others. Children are able to talk about how the Baha'i faith is a new religion and identify its symbol. Ask questions about the faith. Name the two important figures and the Garden of Ridvan.</p> |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | <p>Hinduism : How do Hindus view God and how is Diwali celebrated?</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. Give thoughtful responses using different forms of expression. Consider an aspect of a religion and show differences and similarities to other religions or worldviews | <p>Islam: How do Muslims worship?</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. Discuss why worshippers choose to attend a particular place of worship and what it means to belong. Make connections between different stories / sayings and what they teach followers of different religions / worldviews | <p>Christianity: How do Christians use the Bible to help them with their lives?</p> <ul style="list-style-type: none"> Make connections between different stories / sayings and what they teach followers of different religions / worldviews. Explore belief in action and make connections with my own life and communities. Understand the commitment and dedication needed for different faith followers. Reflect on own values and explore the values of believers | <p>Christianity</p> <ul style="list-style-type: none"> Express what I think about Jesus and how is he portrayed in art from around the world Explore belief in action and make connections with my own life and communities. Find out about questions of right and wrong and begin to express my own ideas and opinions. Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. | <p>Christianity</p> <ul style="list-style-type: none"> What is my point of view about God and why do people have faith? Describe religions and world views, connecting ideas and prior learning. Understand the commitment and dedication needed for different faith followers. Reflect on my own values and explore what I can learn from the values of believers. | <p>Free Choice: What is the Baha'i faith?</p> <ul style="list-style-type: none"> Recognise the nine pointed star symbol Ask questions about the faith Talk about important figures: The Bab and Baha'u'llah. Describe the Festival of Ridvan and say why it is important to Baha'is. |
| <p>Physical Education</p> <p>End Points</p>  | <p>Dance</p> <p>To share and create sequences with a partner and in a small group that communicates and idea and show a contrast in the actions used.</p> | <p>Gymnastics</p> <p>To perform a range of movements with control and fluency, using their own movements, improvising freely.</p> | <p>Invasion Games</p> <p>To use a small range of skills, actions and techniques when playing games with some control and reasonable accuracy.</p> | <p>Striking & fielding</p> <p>To begin to accurately throw/roll a ball at a target and catch a ball accurately, identifying strengths and working on areas they could improve.</p> | <p>Athletics</p> <p>To take part in running, jumping, throwing and rely activities with fluency and control.</p> | <p>Multi-Skills</p> <p>To choose and use a range of simple actions, skills, techniques and tactics to suit the game being played.</p> |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | <p>Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p> | <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Uses turns whilst travelling in a variety of ways. Begins to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc.</p> | <p>Partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going. Look when travelling and what happens after they have passed ball. Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Find space to receive and support. Know what to think about when team has and hasn't got the ball.</p> | <p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> | <p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p> | <p>Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how can they make it difficult for opponent to receive ball. Stand when receiving. Understand attack and defence tactics. • Understand rules about the games.</p> |

| Subject | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Computing End Points</p>  | <p>Digital Literacy: networks Understand the opportunities computer networks offer for communication</p> | | <p>Computer Science: algorithms and logical reasoning Use logical reasoning to detect errors in programs</p> | | <p>Information Technology: create digital content Can choose from a variety of software and internet services to accomplish given goals</p> | |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | <ul style="list-style-type: none"> Explain how digital devices function (input, output, process) Identify input and output devices Explain how a computer network can be used to share information Recognise the physical components of a network (switch, sever, wireless access point) | | <ul style="list-style-type: none"> Explain the order (sequence) of commands can effect the outcome (same commands, different order -> same or different outcome) Identify different sequences can achieve the same outcome | | <ul style="list-style-type: none"> Identify the advantages and disadvantages of using text and images Change font style, size and colour for a given purpose Consider how different layouts can suit different purposes Define the term 'page orientation' Type with increased confidence and speed using age appropriate punctuation Recognise a document can be formatted with placeholders | <ul style="list-style-type: none"> Identify the use of desktop publishing in the real world |
| <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>Shell Structures Possible ideas Snow scene in a box - cutting, shaping, joining, finishing</p> <p>Healthy and Varied Diet Possible ideas Make a healthy snack for a child</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>2-D shape to 3-D product Possible ideas Sew a felt whale</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>Levers and Linkages Possible ideas Design and make a bridge to cross the moat into the citadel</p> | |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | <p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. | | <p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. | | <p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. | |

| Subject | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>MFL End Points</p>  | <p><u>Phonetics 1</u></p> <p>Recognise and pronounce a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience</p> | <p><u>Aprendo Espanol</u></p> <p>Pinpoint Spain and other Spanish speaking countries on a map and learn some aspects of culture. Introduce themselves, say how they feel and have a wider appreciation of the countries where Spanish is spoken.</p> <p>Learn Christmas themed vocabulary such as hombre de nieve, el nino Jesus, Papa Noel. Make Christmas cards writing the greeting in Spanish.</p> | <p><u>Me Presento</u></p> <p>Start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p> | <p><u>Mi Familia</u></p> <p>Tell somebody the members, names and include some ages of either their own or a fictional family.</p> | <p><u>Ricitos de Oro y los Tres Osos</u></p> <p>Use picture cards to sequence the story and repeat or use prompts to match words and phrases to the pictures.</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 • Engage in conversations; ask and answer questions; express opinions and respond to those of others • Appreciate stories, songs, poems and rhymes in the language • 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 • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | | | | | |

| Subject | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>No Outsiders</p> <p>End Points</p>  | <p>Know what diversity means Understand that I can play with anyone, no one should be left out</p>   | | <p>Talk about disability and our own needs Know that we are all different and we work together in our class</p>   | | <p>Know that we e can adapt to meet others' needs (sign language) Understand what adoption is and what is a family</p>   | |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | <p>Being me in my world</p> <ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges - Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective | <p>Celebrating differences</p> <ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | <p>Dreams and Goals</p> <ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | <p>Healthy Me</p> <ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices | <p>Relationships</p> <ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation | <p>Changing Me</p> <ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |
| <p>PSHCE & RSE</p> <p>End Points</p>  | | <p>Body Differences</p> <p>Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p> | | <p>Personal Space Understand that each person's body belongs to them Understand personal space and unwanted touch</p> | | <p>Help and Support Understand that all families are different and have different family members Identify who to go to for help and support</p> |
| <p>Curriculum Objectives (Substantive Knowledge)</p> | | <p><u>Relationships Education</u> Respectful relationships (3a,)</p> | | <p><u>Relationships Education</u> Caring friendships (2e) Respectful relationships (3b, 3d,3f) Being safe (5a, 5b, 5c, 5d, 5f, 5g)</p> | | <p><u>Relationships Education</u> Families and people who care for me (1a, 1b, 1c, 1d, 1f) Being Safe (5d, 5f, 5g, 5h)</p> |
| <p>British Values</p> |      | | | | | |

Home Learning Links;

Maths

- Athletics
- TT Rockstars
- Kids Jam

Autumn

Coming to England

- Shoebox ocean liner
- Create a factfile on an influential member of the civil rights movement

Winter's Child

- Create bird feeders
- Study water cycles - <https://www.natgeokids.com/uk/discover/science/nature/water-cycle/>
- Draw Winter's Child using different materials (pencil, pen, chalk)
-

Spring

Stone Age Boy

- Find out what archaeologists do. Could you write a job description for an archaeologist? What skills would you need to have?
- Make a list of all of the jobs that Stone Age people had to do. Which jobs would you be good at doing? Why?
- Look at photos of cave paintings. Can you try to create your own? What materials could you use?
- Create some puppets of modern and Stone Age people. Can you use these to perform a play in which the characters explain and compare what their lives are like?
- Caves - <https://www.coolkidfacts.com/caves/>

Big Blue Whale

- Create an information poster about the dangers whales are facing
- Ask the children to sketch different things that they have found on the beach
- Visit the Blue Planet Blue Planet Aquarium to find out more about whales

Summer

Journey

- Imagine that you had a pen that could be used to draw (and create) real objects. What would you draw? Could you write a new story based on this concept?
- Create a model of one of the airships in the illustrations.
- Look at the different characters in the story. Can you create your own illustrations of them? This video has some tips from the author / illustrator: https://youtu.be/unNTAZDH_DQ
- Find out about famous journeys, explorers and expeditions from history

Zeraffa Giraffa

- Learn more about giraffes - <https://www.chesterzoo.org/our-zoo/animals/giraffe/>
- Draw with Rob - <https://www.youtube.com/watch?v=tqCKhR7Qxds>
- Create an information leaflet all about the River Nile.



KELSALL
PRIMARY AND
NURSERY SCHOOL

A LOVE FOR LEARNING