



Curriculum 2019-20

Autumn Term

Key Stage 1

Curriculum Vision

At Spixworth Infant School the outcomes of the EYFS and KS1 National Curriculum are upheld as a minimum entitlement for all of our children. To know more and remember more children must be inspired and engaged in purposeful, relevant experiences. At Spixworth Infant School we provide an enhanced and enriched curriculum that opens doors of opportunity to every learner. In practice, this means half termly, real-life visits and visitors and weekly sessions in areas such as first aid, French or photography. These opportunities support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects; they allow us to recognise and celebrate children’s strengths in all fields possible; they allow us to use all resources available to value how children learn best both within and outside of the classroom and they allow us to nurture learners that respect their own and others’ rights; that are mentally, physically and academically confident and capable to continue their next phase of learning.

Coverage of the whole school curriculum has been carefully mapped to ensure that progression across year groups and across subjects is sequenced toward clear end points. Learning that takes place in the home and community, as well as that from nursery and at the junior school, is appropriately recognised.

Links are made that provide relevant, holistic accounts of the child’s educational journey.

The curriculum at Spixworth Infant School supports and challenges all learners. Every child is enabled to shine.

Term	Autumn	Spring	Summer
Core Values	Safety, Teamwork, Achievement, Respect, Stimulating		
Whole School Approaches	Child Whispering, Growth Mindset, Learning Circles, Philosophy, Forest School, Intervention, Rights Respecting School, Learning Outside the Classroom school, Talk-Less Teaching, Tapestry		
Topic Title	Bright Lights Big City	Near and Far	Once upon a time in Spixworth
Subject Enquiry Questions	<p>History – What do you know about the past?</p> <p>Geography – What would you see on a map of England?</p> <p>DT – Describe how you made your model.</p> <p>Art – What techniques have you used to make your work?</p>	<p>History – Why do we learn about the past?</p> <p>Geography – What would you see on a globe?</p> <p>DT – Talk about what makes your design work.</p> <p>Art – Why have you chosen those materials?</p>	<p>History – How do we find out about the past?</p> <p>Geography – How can we compare here and there?</p> <p>DT – How could you make this better?</p> <p>Art – What similarities / differences do you notice about this artist’s work?</p>
Topic Enhancements – experiences and vocabulary building	Baking bread Christingle Bonfire / burning London	World food Vet Pensthorpe	Jelly/chocolate/ice lollies (changes to food). Theatre experience

Enrichments – experiences and vocabulary building	Mindfulness, First Aid French, Forest School, 'Spixworth's Got Talent'	Charanga Music, Makaton signing Engineering, Forest School Child Whispering	Wool Craft, Photography, Spanish, Forest School Yoga
Objectives across all learning			
Science inc Forest School	<p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p> <p>Seasonal changes, plants, living things and their habitats:</p> <ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants, including deciduous, and ever green trees. ● Identify and describe the basic structure of a variety of common flowering plants, including trees. ● Observe changes across the four seasons. ● Observe and describe weather associated with the seasons and how day length varies. ● explore and compare the differences between things that are living, dead, and things that have never been alive. ● Pupils can identify and name a variety of plants and animals in their habitats, including micro-habitats. ● 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. ● Pupils can 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. 		
Computing: e-safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
Cooking	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Select from and use a wide range of ingredients, according to their characteristics</p>		
PSHE/RSE	See PSHE/RSE Curriculum document		
RE	Norfolk Agreed Syllabus		
	Multicultural awareness/celebration events		
	Harvest, Rosh Hashanah, Diwali, Christmas	New Year, Chinese new year, Holi, Easter	Buddha Day, Eid, Pentecoste

Science

Which materials did the Three Little Pigs use? - Which house would you live in and why?

English

Fiction
The Three Little Pigs and Firebird

Non-Fiction
Diary writing and newspaper reports

Poetry
Shape poems about fire and Christmas poetry.

Maths

The Great Fire of London.

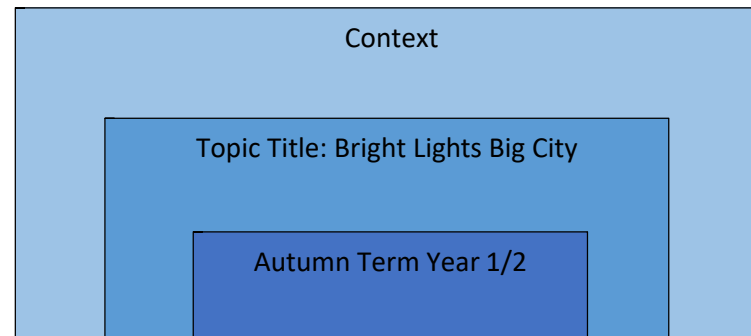
History

The Great Fire of London. – people and events.

Computing

Considering technology now in comparison to during the Great Fire of London. How did news travel? How would we find out now?

Using word processing and picture tools to create work based on London.



Art and Design

Fire pictures using different textures- what does fire look like?

Vincent Van Gogh.

Music

Learning the song London's Burning.

Firebird by Stravinsky.

Design Technology

Looking at materials to build London. - What is London made of?

Geography

Recognising that London is the capital city of England. Knowing about human and physical features.

PE

Games such as fire and ice.

Links to be made to the movement of fire in dance.

Speaking

To listen and respond to adults and peers.
To build their vocabulary.
To articulate and justify answers, arguments and opinions.
To participate in a presentation.
To speak clearly and fluently.
To gain, maintain and monitor the interest of the listener.

Phonics

Year 1

To consolidate phase 3 sounds.
To recognise consonant clusters in words, e.g. tr in trap or lt in melt.
To begin to experience phase 5 sounds

Year 2

To consolidate and use all phase 5 sounds.

Reading

Year 1

To apply phonic knowledge to decode words and to begin to recognise some common exception words.

Year 2

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Writing

Year 1

To compose a sentence orally before writing it.
To sit correctly at a table and hold a pencil correctly.

Year 2

To plan what they are going to write about.
To encapsulate what they want to write sentence by sentence.

Objectives – English and Maths

Topic Title: Bright Lights Big City

Autumn Term Year 1/2

Handwriting

Year 1

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Form lower-case letters of the correct size relative to one another.

Numbers

Securing Place Value

The four operations in contexts linked to London and the 3 Little Pigs

Measurements

Telling the time to the nearest quarter of the hour linked to Big Ben.

Positional direction related to a map of London

Shapes

Identifying shapes and properties of 2D and 3D shapes

Looking at nets in a cross curricular context when building London

Looking at fractions of a shape

Science

Identify and name a range of materials.
Describe, group and compare these materials.
Distinguish between an object and the material from which it is made.
Investigate suitability of different materials for particular uses.
To observe and describe weather across the four seasons.

History

Know about the lives of significant individuals in the past.
Understand events beyond living memory that are significant nationally or globally.

Geography

Identify seasonal and daily weather patterns in the United Kingdom.
Use basic geographical vocabulary to refer to seasons and weather.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Computing

Recognise common uses of information technology beyond school.
Understand what algorithms are; how they are implemented as programs on digital devices.
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.



Art and Design

To use a range of materials creatively to design and make products.
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Music

To use voices expressively and creatively by singing songs and speaking chants and rhymes.
To experiment with, create, select and combine sounds, using the inter-related dimensions of music.

Design Technology

Build structures, exploring how they can be made stronger, stiffer and more stable, evaluating this against design criteria.
Select from and use a range of tools and equipment to perform practical tasks
Select from and use a wide range of materials and components.

PE

To participate in team games, developing simple tactics for attacking and defending.
To master basic movements including running, jumping, throwing and catching
To perform dances using simple movement patterns.

Science

To know what things are made from and describe some of the materials. For example, 'My spoon is made from metal and it is smooth, shiny and cold.'



History

To find and remember five facts about the Great Fire of London.

Tell them to a member of your family.



Geography

To know that we live in England and London is the capital.



Computing

To be able to log on to Mathseeds and Purple Mash.

To talk about how to stay safe online with a grown up at home.



Knowledge Organiser - Topic

Topic Title: Bright Lights Big City

Autumn Term Year 1/2

Art and Design

To go on a texture hunt. What different textures can you feel?



Music

To sing London's Burning in a round with your family.

To talk about songs you like / don't like and give reasons why.

London's burning,
London's burning,

Fetch the engines,
Fetch the engines;

Fire, fire! Fire, fire!

Pour on water,
Pour on water

Design Technology

Make a junk model at home.



PE

To make up your own fireworks dance.



Speaking

When chatting around the dinner table or out for a walk encourage children to speak in longer sentences using 'and' or 'because' to add detail.



Phonics



Year 1

To recognise all phase 3 sounds.
To blend consonants in words, e.g. cl in clap or mp and ramp.

Year 2

To know all phase 5 sounds.

See phonics mats provided.

Reading



Year 1

To read three times a week. Looking for phase three and then five graphemes.

See phonics mats provided.

Year 2

To read three times a week without obvious sounding.

Writing

To practise the spelling mnemonics which are shared on Tapestry once a week.

To complete look, cover, write, check sheets every two weeks.



Knowledge Organiser – English and Maths

Topic Title: Bright Lights Big City

Autumn Term Year 1/2

Handwriting

For children to know the five handwriting families.

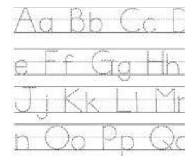
Curly caterpillar – c, o, a, d, g, q

One armed robot – r, n, m, h, b, p, k

Long ladder – l, i, t, j, u, y

Zig zag – v, w, x, z

Odd ones out – e, s, f



Numbers

House number Maths.

- Find and read one, two and three digit numbers.
- Count in twos.
- Look at odd and even numbers.



Measurements

Measure your junk model using paper clips, Lego brick, felt tip pens or a ruler!

How many tools can you find in your house that measure time? For example, egg timer, microwave clock, etc.



Shapes

Describe the shapes in your junk model.

Look for shapes on buildings around you.

