



Curriculum 2019-20

Spring 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	History – What do you know about the past? Geography – What would you see on a map of England? DT – Describe how you made your model. Art – What techniques have you used to make your work?	History – Why do we learn about the past? Geography – What would you see on a globe? DT – Talk about what makes your design work. Art – Why have you chosen those materials?	History – How do we find out about the past? Geography – How can we compare here and there? DT – How could you make this better? Art – What similarities / differences do you notice about this artist's work?
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	<p>Norfolk Agreed Syllabus</p> <p>Multicultural awareness/celebration events</p>		
	Harvest, Rosh Hashanah, Diwali, Christmas	New Year, Chinese new year, Holi, Easter	Buddha Day, Eid, Pentecoste

Science

Looking at the animals that Darwin and Attenborough have studied and using this knowledge to find out about different types of animals, their structure and what animals need to survive.

English

Fiction
The Gruffalo, Dear Greenpeace and Dear Zoo

Non-Fiction
Persuasive letters and recounts

Poetry
Acrostic animal poems.

Maths

Place Value
Addition and Subtraction- Adding and subtracting animals
Capacity, Weight and Temperature – looking at temperatures in different climates and measuring rainfall
Money- paying in different ways
Fractions and Dividing by 2

History

Comparing Charles Darwin and David Attenborough. Looking at how we investigated the world then and now.

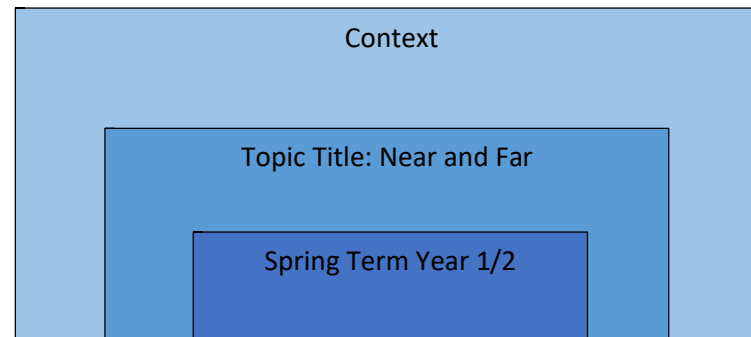
Computing

Logging into laptops – using the internet to research different animals from around the world

Bee-bots – navigating a rainforest

Troubleshooting technology

If we wanted to share our information, what different technology could we use?



Art and Design

Creating artwork inspired by animals.

Music

Listening to world music.
Discussing similarities and differences, likes and dislikes.

Design Technology

Using a range of resources to plan, create and evaluate a diorama of an animal habitat.

Using mechanisms to make a moving part for the diorama.

Geography

Using maps and globes to investigate the continents and seas, including the equator and north and south poles. This will link in with animals and their habitats.

PE

Creating Gymnastics and Dance movements linked to animals

Speaking

To give well-structured descriptions, explanations and narratives.
To maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
To participate in performances, role play/improvisations and debates.

Phonics

Year 1

Respond speedily with the correct sound to letters or groups of letters for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Year 2

Learning new ways of spelling phonemes for which one or more spellings are already known.

Reading

Year 1

Read accurately by blending sounds in unfamiliar words containing graphemes that have been taught and sight read many Year 1 common exception words.

Year 2

Read accurately words of two or more syllables and many Year 2 common exception words.

Writing

Year 1

Punctuate sentences using a capital letter and a full stop.

Year 2

Consolidating how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists.

Objectives – English and Maths

Topic Title: Near and Far

Spring Term Year 1/2

Handwriting

Year 1

Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Year 2

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Numbers

Year 1

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Year 2

solve problems with addition and subtraction and use addition and subtraction facts to 20

Measurements

Year 1

measure and begin to record the following: lengths and heights
mass/weight capacity and volume

Year 2

Choose and use appropriate standard units to estimate and measure.

Shapes

Year 1

recognise, find and name a half as one of two equal parts of an object, shape or quantity

Year 2

recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape or quantity

Science

To name and identify animals and know which are carnivores, herbivores or omnivores.
Describe and label the structure of common animals.

To know about the basic needs of animals and humans, including the importance of nutrition, exercise and hygiene.

To explore the differences between things that are living, dead and has never been alive.

To make links between animals and their habitats and know about food chains.

History

To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong].

Geography

To name and locate the world's seven continents and five oceans.

To use world maps, atlases and globes to identify the countries, continents and oceans.

To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

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.

Objectives - Topic

Topic Title: Near and Far

Spring Term Year 1/2

Art and Design

To use a range of materials creatively to design and make products

Music

To listen with concentration and understanding to a range of high-quality live and recorded music

To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Design Technology

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

To explore and use mechanisms.

To select from and use a range of tools and equipment to perform practical tasks.

To evaluate their ideas and products.

PE

To master basic movements including running and jumping as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To perform dances using simple movement patterns.

Science

Be able to name 5 different animals which live in the rainforest

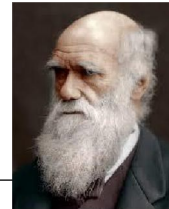
Draw and label an animal/pet in your house/garden



History

Find out 5 facts about either David Attenborough or Charles Darwin

Think about why these people are famous and share your ideas with your family



Geography

Teach the Continent song to your family

https://www.youtube.com/watch?v=K6DSMZ8b3LE&safe=active&disable_polymer=true

Find out about an animal suited to a hot or cold country



Computing

Go on a Technology hunt. What technology can you find in your house?



Knowledge Organiser - Topic

Topic Title: Near and Far

Spring Term Year 1/2

Art and Design

Create a picture of a rainforest using the medium of your choice. For example, paint, crayons, felt tip, collage.



Music

Listen to a piece of music. What instruments can you hear?



Design Technology

Build a shoebox diorama of a habitat (e.g. a rainforest, desert, etc)



PE

Create an animal dance with your family



Speaking

When out for a walk challenge your family to see who can make the most exciting sentence. For example, 'look at that tree' could become 'look at that awesome, green tree stretching dramatically towards the sky.'



Phonics

Year 1



To recognise the phase 5 sounds on the mats provided.

Year 2

To use phase 5 sounds correctly in spellings. For example play not plai.

Reading

Year 1



Read at least three times a week, pretend to be one of the characters from the story.

Year 2

Read at least three times a week, make up a different ending to one of the books you have read each week.

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: Near and Far

Spring Term Year 1/2

Handwriting

Use the handwriting families below to write a list of animals. Can you think of an animal beginning with each letter of the alphabet?

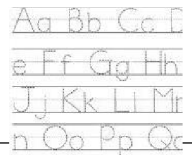
Curly caterpillar – c, o, a, d, g, q

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

Roll two dice and practice adding them up mentally

Practice counting forwards and backwards from different numbers you see in your neighbourhood

Bake a cake, reading a measuring cup, scale or thermometer



Measurements

Measure the people in your family and practice recording their measurements

Try and guess the heights of your friends. Check to see if you are right.



Shapes

Bake a cake and cut it into half

Cut up your food into different fractions

