

Curriculum Intent

To uphold the outcomes of the EYFS and KS1 National Curriculum as a minimum entitlement for all of our children

To 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

To use all resources available to value how children learn best both within and outside of the classroom

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

Implementation 2020-21

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 Titles	Let's Explore	Healthy Me, Healthy You	Spixworth from Space
Subject Enquiry Questions	<p>History – What do we mean by the past?</p> <p>Geography – What would you see on a globe?</p> <p>DT – Describe how you made your product.</p> <p>Art – What techniques have you used to make your work?</p> <p>Music – What do you like or dislike about this music?</p>	<p>History – How can the past help us now?</p> <p>Geography – What would I see on a map of the UK?</p> <p>DT – Talk about what makes your design work.</p> <p>Art – Why have you chosen those materials?</p> <p>Music – Explain how music can affect your mood.</p>	<p>History – How do we know about things that happened in the past?</p> <p>Geography – Why do we use maps, plans and aerial photographs?</p> <p>DT – How could you make your product better?</p> <p>Art – What similarities / differences do you notice about this artist's work?</p> <p>Music – How could this piece of music be improved?</p>
Topic Enhancements – experiences and vocabulary building			
Enrichments – experiences and vocabulary building	Spanish Forest Schools		

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	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Select from and use a wide range of ingredients, according to their characteristics	
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

Exploring materials in a range of contexts including making banknotes and considering how to protect them from counterfeiting, as Marco Polo learned about bank notes during his travels.

Investigating weather patterns.

English

Fiction
The Three Billy Goats Gruff
Pirate Stories

Non-Fiction
Recipes and Instructions
Persuasive language

Poetry
Going on a Bear Hunt recital

Maths

Distance on a map

Combing distances and taking steps in 2,5 and 10s.

Time Zones across the world (One more hour, one less hour, etc)

History

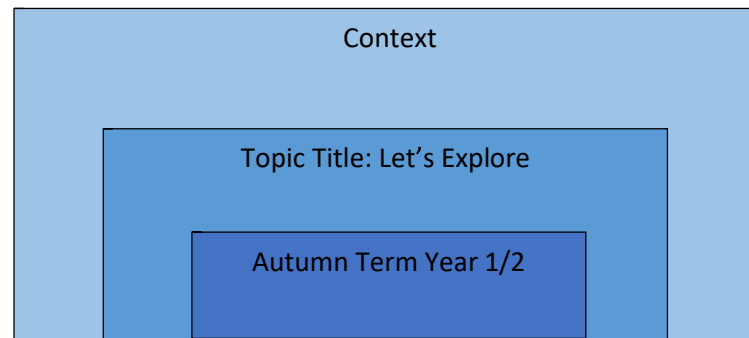
Learning about famous explorers with a particular focus on Marco Polo and Christopher Columbus.

Computing

E-safety: Agreeing e-safety rules for the classroom

Programming: switching on Chromebooks and logging in
Logging in/ logging off Purple Mash
Saving work in our personal folder

Technology in our lives: how technology has changed



Art and Design

Investigating weaving.

Investigating different textures and surfaces.

Making a coat of arms for Christopher Columbus

Music

Listening to a range of Asian music (linked with Marco Polo's travels) and considering how music can effect mood.

Discovering the history of Caribbean music and creating some of our own instruments to experiment with this genre.

Design Technology

Marco Polo brought noodles back from his travels so we will be tasting a variety of existing noodle products and then using this knowledge to create and evaluate our own noodle dishes.

Geography

Investigating continents and oceans in relation to a range of explorers and looking at weather patterns in different continents, including the equator and North and South Poles.

PE

Games linked to explorers, such as Pirate Ships and Under the Sea.

Links to be made to Asian and Caribbean 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.

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.

Numbers

Securing Place Value

The four operations in contexts linked to travel and exploring

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.

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.



Measurements

Measuring and combining distances linked to exploring

Looking at time linked to time zones

Shapes

Identifying shapes and properties of 2D and 3D shapes

Looking at nets in a cross curricular context when building world landmarks

Looking at fractions of a shape

Science

Year 1

Identify, describe, name, compare and group a range of materials, noticing the difference between an object and the material it is made from.

Year 2

Investigate suitability of different materials for particular uses.
Know that the shape of some materials can be changed.

History

To know about the lives of significant individuals and compare aspects in different time periods.

Geography

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

To identify seasonal and daily weather patterns in the UK and its countries as well as the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

To use geographical vocabulary.

Computing

To use technology safely and respectfully, keeping personal information private;

To use technology purposefully to create, organise, store, manipulate and retrieve digital content

Topic

Topic Title: Let's Explore

Autumn 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 play tuned and untuned instruments musically.

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

Design Technology

To select from and use a wide range of materials and components, including ingredients.

To explore and evaluate a range of existing products.

To evaluate their ideas and products against design criteria.

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

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

Look at some real banknotes. How are they protected from counterfeiters?

What are they made from?

What other materials can you find around your home?

Group objects by material. What is the object? What is the material?



History

Find out five facts about a famous explorer.

Share them with a family member.



Geography

Find out what the seven continents are called.

What are the five oceans called?

Point to the continents and oceans on a map or a globe.



Computing

Log on to Purple Mash and save a piece of work in your personal folder?

How can we stay safe online?



Knowledge Organiser - Topic

Topic Title: Let's Explore

Autumn Term Year 1/2

Art and Design

Try drawing on different textures and surfaces, using different medium (e.g. crayon, chalk, felt tip)

Music



Listen to music from around the world.

What do you like / dislike?

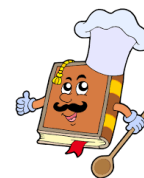
Design Technology

Create your own recipe.

What will you make?

What ingredients will you use?

Make you new dish.



PE

Make up your own explorer based active game.



Speaking

When chatting around the dinner table or out for a walk play the 'and then' game. Someone starts a story and says and then. The next person adds to the story and says and then and so on. how silly can you make your story?



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: Let's Explore

Autumn Term Year 1/2

Handwriting

For children to know the five handwriting families.

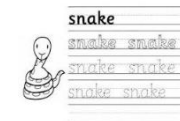
Curly caterpillar – c, o, a, d, g, q

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

To be able to compare 2 digit numbers using place value



Measurements



To know there are 24 hours in a day and 60 minutes in an hour

To understand the units used to measure different distances

Shapes

To identify basic 2D shapes

