

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

Objectives across all learning			
Science inc Forest School	<p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>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

Thinking about animals (including humans) and considering health.

Do animals need the same as humans to be healthy?

What do we need to stay healthy?

English

Fiction

Funnybones

Tadpole's Promise – for character description.

Non-Fiction

Human body non-fiction text

Tadpole's Promise – for life cycle diagrams

Poetry

Senses poems and animal riddles

Maths

Place Value

Addition and Subtraction- Adding and subtracting foods

Capacity, Weight and Temperature – looking at temperatures linked to health and cooking

Money- paying in different ways

Fractions and Dividing by 2

History

Considering the plague and making links to current events.

How have things changed between then and now?

Computing

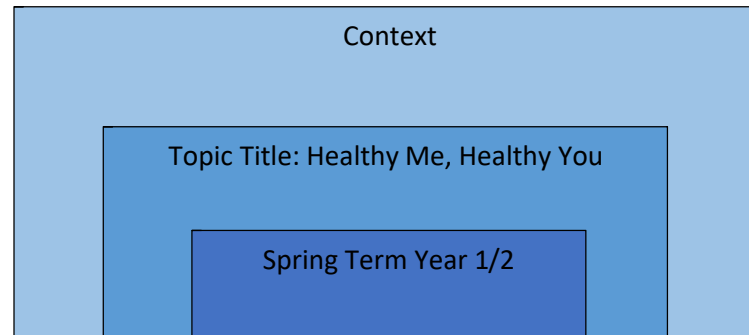
E- safety: keeping our passwords private

Programming: Logging into Chrome books

Beebots- giving instructions to move Beebot to a given target

Multimedia: safely using the internet search engine Kiddle

Handling data: create pictograms using Purple Mash



Art and Design

Looking carefully at ourselves and creating self-portraits.

Music

Listening to and singing nursery rhymes – making links to the historical relevance of many rhymes.

Using the characters from the movie 'Inside Out' to experiment with emotion and make links to how this emotion can be expressed when singing.

Design Technology

Looking at PPE (masks, aprons, scrubs) and using this understanding to create PPE for a teddy bear.

Geography

Investigating how the plague was spread and where, in the UK, it was spread to.

Comparing and area of the UK to an area of China.

PE

Creating Gymnastics and Dance movements.

Being aware of own body and making links to health (heart rate etc.)

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.

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

Topic Title: Healthy Me, Healthy You

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 of 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.

History

To know about events beyond living memory that are significant nationally or globally.

To recognise significant historical events, in their own locality.

Geography

To name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas, and to identify these on maps.

To understand geographical similarities and differences through studying a small area of the UK, and of a small area in a contrasting non-European country.

Computing

To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

To understand what algorithms are; how they are implemented as programs on digital devices.

Topic

Topic Title: Healthy Me, Healthy You

Spring Term Year 1/2

Art and Design

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 play tuned and untuned instruments musically

Design Technology

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

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

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

Investigate an animal/pet in your house/garden.

Make a leaflet explaining how you would care for this creature.



History

Find and remember five facts about the Plague.

Tell them to a member of your family.



Geography

Find the four countries of the UK on a map. What are they called?

Find out the names of the capital cities.

Extra challenge – what oceans and seas surround the UK?

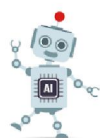


Computing

Try out an algorithm on your family.

Give them instructions to carry out a simple activity that you know how to do (e.g. working a tv or games console or making a sandwich).

Can you give them precise instructions?



Knowledge Organiser - Topic

Topic Title: Healthy Me, Healthy You

Spring Term Year 1/2

Art and Design

Create a portrait of someone in your family, using the medium of your choice. For example, paint, crayons, felt tip, collage.



Music



Listen to some nursery rhymes.

Talk about which one is your favourite and why.

Design Technology



Design an outfit for an animal to wear.

Explain your choices.

Extra challenge – create your outfit.

PE



Create a PE warm up that raises your heart rate.

Speaking

When out for a walk challenge your family to see who can make the most exciting sentence using because, but or so to join two ideas together

For example, 'That green tree is very tall so I would love to climb it, but I won't because I might fall down.'



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: Healthy Me, Healthy You

Spring Term Year 1/2

Handwriting

Use the handwriting families below to write a sentence about staying healthy. How many of the letters can you use?

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

Practice your rapid recall of number bonds to 10.

Draw a picture of your house number using Dienes. How much would be 10 more? How much is 10 less?



Measurements

Put your family in size order from shortest to tallest.

Use weighing scales to measure different fruits and vegetables. Which is the heaviest? Lightest?



Shapes

Look at different food packages in your cupboards and sort them by 3D shapes. Which shape is the most popular? Which is the least?

