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		

<table>
<tr><td colspan="4">Objectives across all learning</td></tr>
<tr><td>Science inc Forest School</td><td colspan="3">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

Seasonal changes, plants, living things and their habitats:

● 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.</td></tr>
<tr><td>Computing: e-safety</td><td colspan="3">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.</td></tr>
<tr><td>Cooking</td><td colspan="3">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</td></tr>
<tr><td>PSHE/RSE</td><td colspan="3">See PSHE/RSE Curriculum document</td></tr>
<tr><td rowspan="2">RE</td><td colspan="3">Norfolk Agreed Syllabus
Multicultural awareness/celebration events</td></tr>
<tr><td>Harvest, Rosh Hashanah, Diwali, Christmas</td><td>New Year, Chinese new year, Holi, Easter</td><td>Buddha Day, Eid, Pentecoste</td></tr>
</table>

Science

Investigating whether anything grows in space.

Finding out if there is weather in space and how space effects the weather on Earth

English

Fiction
Alien stories set in space
The Enormous Turnip
Non-Fiction
Recount of summer visit
Letter promoting Spixworth
Poetry
Nonsense poems and rhymes

Maths

Counting stars

Measuring distances between planets

Paying for travel

Using positional language to describe locations in space

History

Investigating what Spixworth was like historically and what it is like now.

Making links to Space and Geography by investigating how the landscape (as seen from space) has changed.

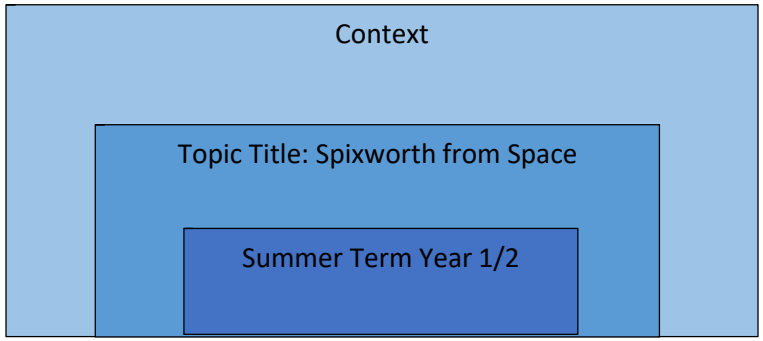
Computing

E-safety: Be kind and polite in real life and on the internet

Programming: To create Space animations using Scratch Jr (coding)

Technology in our lives: To think about technology in the wider community.

Handling data: use 2Graph to present information



Art and Design

Looking at the work of Peter Thorpe (Space art).

Music

Listening to music inspired by a space theme (e.g. David Bowie) and using this to create our own digital music, using technology.

Design Technology

Making moon buggies.

Geography

Using maps, plans and aerial photographs to explore the local area.

Using the local area to support with recognition of geographical vocabulary for human and physical features.

PE

To investigate ways in which we can move. How would these be similar or different if we were in space?

Speaking

To ask relevant questions to extend their understanding and knowledge.
To participate in discussions, presentations, performances, role play/improvisations and debates.
To consider and evaluate different viewpoints, attending to and building on the contributions of others.
To select and use appropriate registers for effective communication.

Phonics

Year 1
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Year 2
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,

Reading

Year 1
Read words of more than one syllable that contain taught graphemes and sight read all Year 1 common exception words.

Year 2
Read most words quickly and accurately, without overt sounding and blending, and sight read all Year 2 common exception words.

Writing

Year 1
Sequencing sentences to form short narratives and re- reading what they have written to check that it makes sense.

Year 2
Develop positive attitudes and stamina through writing for a range of purposes in a number of styles and proof-read to check for errors.

Objectives

Topic Title: Spixworth from Space

Summer Term Year 1/2

Handwriting

Year 1
Form capital letters.
Write from memory simple sentences dictated by the teacher.

Year 2
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Numbers
Year 1
count in multiples of 2s, 5s and 10s
Number bonds to 20 and related subtraction facts
Multiplication and division (2,5,10)

Year 2
use place value and number facts to solve problems

Solve calculations using 4 operations

Measurements

Year 1
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Measure distance

Year 2
use mathematical vocabulary to describe position, direction and movement

Shapes

Year 1

recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Year 2

identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Science

Year 1

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and describe the basic structure these.

Year 2

To observe and describe how seeds and bulbs grow into mature plants and describe how plants need water, light and a suitable temperature to grow and stay healthy.

History

To recognise changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

To recognise significant historical events, people and places in their own locality.

Geography

To use aerial photos and plans.

To use compass directions.

To use fieldwork skills.

To use geographical vocabulary to describe human and physical features.

Computing

To recognise common uses of information technology beyond school.

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

To create and debug simple programs

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

Topic

Topic Title: Spixworth from Space

Summer Term Year 1/2

Art and Design

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

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

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

Design Technology

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

Explore and use mechanisms, in their products.

Build structures, exploring how they can be made stronger, stiffer and more stable.

PE

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

To participate in team games, developing simple tactics for attacking and defending.

Science

Study a small outdoor area near you over a few weeks. Does anything grow? What happens as it grows? Does anything die? Did you have to do anything to help your area to grow?

Extra challenge – What would happen if your small outdoor area was put on the moon?

History

Find out something that has changed between your parents/grandparents being the same age as you and now.

For example, toys, food, landscape, music.

Show your findings creatively – video, artwork, report, etc

Geography

Look at aerial photographs of Spixworth (or other areas that you know well).

What features do you recognise? Can you see different features such as lakes, rivers, woodlands, etc?

Extra challenge – Can you make a map with a key?

Computing

Log on to Purple Mash.

Type in Space

Choose a space program and experiment with it.

What can it do?

purple mash 2simple

Knowledge Organiser - Topic

Topic Title: Spixworth from Space

Summer Term Year 1/2

Art and Design

Create some space art.

Use whatever medium you like.

You could make a 2D picture or a 3D sculpture.

Music

Make a musical instrument.

Extra challenge – Can you create space sounds (e.g. shooting stars, rocket ships)

Design Technology

Use junk modelling materials to create a spaceship.

PE

What would it be like if you danced on the moon?

How would lack of gravity effect your movements?

Create a dance routine.

Speaking

Encourage your child to ask questions about what they see around them to build up their vocabulary.

Who, why, what, where, when, how?

You could extend this talk by thinking about the sky and space.

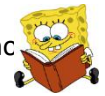
Phonics

Year 1
To be able to read real and nonsense words using phase 3 and 5 sounds.
Year 2
For children to read alternative spellings and pronunciations. For example ee, ea, e-e and ey, as well as ea in tea and in head.

Reading

Year 1
Read at least three times a week, answering the comprehension questions in your home reading record.

Year 2
Read fluently and accurately at least three times a week, answering the comprehension questions in your ho reading record.



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: Spixworth from Space

Summer Term Year 1/2

Handwriting

Copy out a page from your favourite book. Make sure letters are tall or short or have a tail.

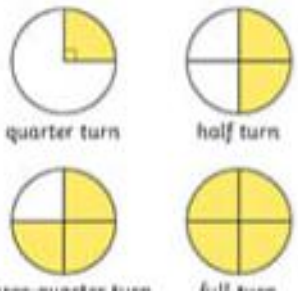
Curly caterpillar – c, o, a, d, g, q
One armed robot – r, n, m, h, b, p, k
Long ladder – l, i, t, j, u, y
Zig zag – v, w, x, z
Odd ones out – e, s, f

Numbers

The answer to a question is 24. What could the question be? Can you make the calculation into a word problem?

Measurements

Play Simon Says using Turns.



Shapes

Draw a space ship only using squares, rectangles and triangles.