

The new statutory primary national curriculum was introduced in September 2014. The subject specific programmes of study are available on the GOV.UK website. As a result, the school has reviewed its curriculum. However, we continue to reflect, review and amend not only what is taught but how we teach, in order to provide a stimulating, broad and balanced curriculum, which enables every child to enjoy, achieve and reach their full potential.

National Curriculum Programmes of Study

Science

Plants

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

Notes and guidance (non-statutory)

- Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.
- They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).
- Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Notes and guidance (non-statutory)

- Pupils should observe and talk about changes in the weather and the seasons.
- **Note:** Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.
- Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

- **Design**
design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- **Make**
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- **Evaluate**
explore and evaluate a range of existing products
evaluate their ideas and products against design criteria
- **Technical knowledge**
build structures, exploring how they can be made stronger, stiffer and more stable
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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
- 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

Wonderful Water

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Religious Education

The following six units are to be explored at Key Stage 1, the equivalent of one study unit per term (in Year 1 we cover each of the areas incidentally, as they fit into the topic work):

- Special people
- Special Places
- Special words and Stories
- Special things in Nature
- Special symbols and objects
- Special ways of living

PSHE

We make provision for personal, social, health and economic education (PSHE), drawing on good practise. *Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.*

Weekly Topic	Science	Computing	History	Geog	Des & Tech	Art and Design	Music	PE	RE	PSHE
Week 1 All about me and weather.	Observe and describe weather associated with the seasons and how day length varies- weather symbols.	Introduction to modelling My world 3 dress teddy.			Family paper dolls.	Family paper dolls. Weather symbols to create display	Music: Mrs Hundley Singing: Mr Rattey Harvest Festival	Dance- Lets move - People that Help Us Just One day Games- Spurs multiskills		Rules: The meaning of rules
Week 2 Seasons and Weather	Looking at the seasons and sorting items into the correct category. Linking to literacy. Sort clothing to match the correct season.	Introduction to modelling My world 3 cafe.		Create a story about Autumn and finding clothes to match the season.		Paint a four part tree demonstrating the different seasons using paint brush tree, thumb print leaves.	Music: Mrs Hundley Singing: Mr Rattey Harvest Festival	Gym Lesson1 Dance- Lets move - People that Help Us Just One day Games- Spurs multiskills	Who am I?	
Week 3 Maps	Sunrise and Sunset. The Balloon Journey — compare hot and cold http://resources.hwb.wales.gov.uk/VTC/balloon_journey/eng/Introduction/default.htm	Introduction to modelling Granny's- Garden or Elf tales		Sunrise and Sunset. UK maps- trace and plot London The Balloon Journey – resources.hwb.wales.gov.uk – look at world map		Art Around the World Aboriginal- Australia Indian - Asia African European Native American Aztec –South American	Music: Mrs Hundley Singing: Mr Rattey Harvest Festival	Gym Dance- Lets move - People that Help Us Games- Spurs multiskills		Feelings and Relationships : Likes and dislikes
Week 4 Plants		Introduction to modelling	History of Art around	Location of plants growing around the	Design a book	Art around the world continued	Music: Mrs Hundley	Gym Dance- Let's	Diwali/Eid Mendhi www.bbc.co.uk/education/clips/z434wmn	

around the world.		2paint a picture	the world (Abstract, Aboriginal, Native American, Aztec)	world - finding on a world map (where do orange trees grow?)	cover for trees around the world	(See week 3)	Singing: Mr Rattey Harvest Festival	move Games-Spurs multiskills		
Weekly Topic	Science	Computing	History	Geog	Des & Tech	Art and Design	Music	PE	RE	PSHE
Week 5 Our home and people around the world.	Climates around the world	Introduction to modelling 2paint a picture		Locate hot and cold countries around the world (linking to Literacy homes around the world)	. Design own home Making model houses out of rubbish		Music: Mrs Hundley Singing: Mr Rattey Harvest Festival Car of Myself	Gym Dance-Time to move Games-Spurs multiskills	Rosh Hashannah (Jewish New Year) http://www.bbc.co.uk/education/clips/zgqnv4j	Feelings and Relationships : Fear
Week 6 Looking after our world.	Identification of trees. Powerpoint – Identifying Plants Slide 4 <i>Sort into evergreen and deciduous – cc. Maths</i>	Assess and Review		Geography of trees		Making model houses/design own home recycling rubbish	Music: Mrs Hundley Singing: Mr Rattey Harvest Festival	Gym – Lesson 5 Dance-Let's move Games-Spurs multiskills	My Family Look at how our families look after the environment E.g. recycling, turning off lights, turning taps off, have a shower instead of a bath	
Week 7 Harvest	Trees- Continue identification.	Assess and Review		Harvest Around the World Diwali Thanks Giving Christian Harvest African Yam		Make leaf picture. e.g. hedgehog	Music: Mrs Hundley Singing: Mr Rattey Harvest Festival	Gym – Lesson 6 Dance-Let's move Games-Spurs multiskills	Harvest Around the World Diwali Thanks Giving Christian Harvest African Yam Festival	Feelings and Relationships : Anger

	Science	ICT	History	Geog	Des & Tech	Art and Design	Music	PE	RE	PSHE
Week 8 Rainforests	Rainforest identification- Linked with literacy.	Using a Keyboard – Word – Using arrow/cursor keys on keyboard to negotiate text. Use spacebar to make text easier to read.	Introduce Guy Fawkes- Look at the poem 'Remember Remember'. Firework PowerPoint. Consider how bonfire night has changed. Ask family at home. http://learnenglishteens.britishcouncil.org/uk-now/video-uk/bonfire-night	Look at rainforests around the world. My World and Me. Compare land features and climate of the UK and the Rainforest	Make paper bag tree- Linked with literacy. Pottery continues all term	Rainforest collages using different materials	Music: Mrs. Christie-Grant Mr Ratty-Christmas songs.	Gym Dance- Time to move Games- Spurs multiskills	Special people at home	Firework Safety poster
Week 9 Rainforests	Rainforest identification- Linked with literacy.	Using a Keyboard – Word – Type text into speech bubbles. What might the character say? Using shift key, full stop, spacebar and identifying cursor 'I' bar on screen.	listen to the last post and show info about Remembrance Sunday http://resources.woodlands-junior.kent.sch.uk/customs/remembrance.html	Discuss and observe how day length varies around the world (Link science) My World and Me.	Design and create poppies and poppy wreathes.	Rainforest Birds Introduce Claude Monet and talk about his paintings. Children to create their own Poppy Painting using water colours and paints.	Jack & the Beanstalk (BBC Resources) Mr Ratty-Christmas songs.	Gym Dance- Time to move Games- Spurs multiskills		Feelings and Relationships How do people feel about poppy day.
Week 10 Whales	discuss scientific facts about whales.	Using a Keyboard – Word – Type captions to explain what has happened in the photographs of something they have done in the classroom.		oceans around the world. North , East, South, West. Migration maps.			Jack & the Beanstalk (BBC Resources) Mr Ratty-Christmas songs.	Gym Dance- Time to move Games- Spurs multiskills	Jonah and the whale.	Caring for our Oceans.

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<p>Week 11 & 12</p> <p>Compare Nature Reserve with Rainforest</p>	<p>Use school grounds to identify garden flowers and plants. Include deciduous and evergreen trees.</p> <p>Discuss green spaces and why they are important including oxygen, wildlife etc</p>	<p>Using a Keyboard – Word – Type name and then use the enter key to create a new line. Then choose a different font, colour and type name again and press enter. Repeat changing font, colour and size each time. When they have at least five different examples print and discuss which is suitable for certain uses e.g labelling work for display.</p>	<p>The history of the nature reserve in our local area</p>	<p>Compare land features and climate of the UK and The Rainforest Show Loughton on a map and discuss about the green vs not green spaces. Explore google maps</p>		<p>Introduce 2 artists compare and discuss similarities and differences Rousseau (Jungle) and Constable (Landscape)</p>	<p>Jack & the Beanstalk (BBC Resources)</p> <p>Mr Ratty-Christmas songs.</p>	<p>Gym Dance-Time to move Games-Spurs multiskills</p>	<p>Special people at school</p>	<p>Feelings and Relationships: Happiness</p>
<p>Week 13</p> <p>Musical instruments and suffixes Phonics Assess</p>	<p>Listening to the different sounds that wind, brass, string. Percussion instruments make - Peter and the Wolf. What materials are they made from. Have selection of instruments to discuss.</p>	<p>Using a Keyboard – Word – Label a keyboard. Can they remember the names and the functions of the special keys on the keyboard?</p>		<p>Travelling by Tuba – Instruments around the world. Christmas around the world</p>		<p>Draw instruments when sorting into the different sound groups</p>	<p>Mrs Hundley, concert songs</p> <p>Mr Ratty-Christmas songs.</p> <p>Travelling by Tuba concert</p> <p>Looking at different instruments – hide and describe the</p>	<p>Gym Dance-Time to move Peter and the Wolf</p> <p>Games-Spurs multiskills</p>		<p>Confidence and presentation at Christmas concert</p> <p>How does the different music make you feel?</p>

	Link to Literacy - suffixes						instrument e.g. It is metallic, it has 3 buttons, it has a horn on the end, what is it?			
	Science	ICT	History	Geog	Des & Tech	Art and Design	Music	PE	RE	PSHE
Week 14 Christmas	To investigate the weather during the seasons. Christmas Calendar - Monthly pictures for the Christmas calendars.	Using a Keyboard – Word – Compose a message for a greetings card using the special keys and functions they have learnt.	The history of Hanukkah.		Make a Christmas Bauble with photos. Calendar for next year with opening doors Make a Menorah	Calendar for next year List of favourite things in your family Use program WordItOut.com/word-cloud/create	Mrs Christie-Grant, Christmas songs Mr Ratty-Christmas songs.	Gym Dance-Time to move Games- Spurs multiskills	Chanukkah	Celebrations for Chanukkah
Week 14 Christmas	Deciduous and Evergreen trees – choose the tree and create own tree using masking tape and paint!	Assess and Review	Christmas- How did it come about? Christmas in Victorian times.	What do other countries call Santa, Christmas? Introduce language for example Germany – Saint Nicholas. How Christmas is celebrated around the world. (using atlas to identify countries we are discussing)	Christmas card Choose the tree and create own tree using masking tape and paint!	Christmas card Choose the tree and create own tree using masking tape and paint!	Christmas assembly	Gym Dance-Time to move Games- Spurs multiskills	Christmas story: Baby Jesus	Celebrations at home – sharing routines and traditions