

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**

##### **Every day Materials**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of every day materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of every day materials.
- Compare and group together a variety of every day materials on the basis of their simple physical properties.

##### **Notes and guidance (non-statutory)**

Notes and guidance (non-statutory) Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?

#### **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.

### **Pupils should be taught about:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

## **Design and technology**

### **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

### **Subject Content**

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.*

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
Fact or Fiction  Week 1	Materials  Whole Class Circle time 'feely bag' – look at the different items in the sort bag  Children describe them.	<b>Information all around us</b>  Walk around the school	Hans Christian Anderson and characters in his stories.	Incidental – locations and settings of different stories	Start to plan Theatrical performance for Class – Have a class workshop to mind map ideas.		Action songs. Rhythm in the way we walk-lesson 1  Charanga Music (ICT  Mr Ratty- topic songs.	Gym  Dance- Time to move  Games- Spurs multiskills	Special time – Children write a description about a special meal at home with the family.  What did they eat? Who? Decorations? Gifts? Why?  Channukah, Christmas, Eid or a Birthday etc.	Rights and responsibilities  Rules and routines
Hans Christian Andersen  Week 2	Materials quiz  Write sentences about objects – what are they made from?  Sandtimer, scissors, ruler	<b>Information all around us</b>  Recording devices	History of Hans Christian Andersen stories	Countries that inspired Hans' stories	Cooking	The Little Mermaid's tail – recreate using different mediums e.g. tissue paper, wax crayons, finger paints	Action songs. Rhythm in the way we walk-lesson 2  Charanga Music (ICT link)  Mr Ratty- topic songs.	Gym  Dance- Time to move  Games- Spurs multiskills		Being different (The Ugly Duckling)
Fantasy  Week 3	Design a prop from one of the stories this week. Plan which materials we need to use to make it.	<b>Information all around us</b>  Pelican interactive books			Cooking.  Design a book cover for one of the stories so far		Action songs. Rhythm in the way we walk-lesson 3  Charanga Music (ICT link)  Mr Ratty- topic songs.	Gym  Dance- Time to move  Games- Spurs multiskills	Chinese New Year	<a href="https://www.youtube.com/watch?v=LHx-OgXaQAc">https://www.youtube.com/watch?v=LHx-OgXaQAc</a>  Right and wrong – The Boy Who Cried Wolf

Mythical creatures  Week 4	Design a mythical creature, discussing clay and where it comes from.	<b>Information all around us</b>  Compare text types			Cooking	Design a mythical creature, listing the different materials that you will use.	Action songs.  Exploring orchestral instruments - woodwind  Mr Ratty- topic songs.	Tennis  Dance- Time to move  Games- Spurs multiskills	What animals do we resemble?	
Mixed-up animals  Week 5	Describe how materials look and feel	<b>Information all around us</b>  Fantasy and fiction. Text, sound, pictures and symbols	The history of mythical creatures - <a href="http://www.ngkids.co.uk/history/Greek-Myths">http://www.ngkids.co.uk/history/Greek-Myths</a>  Read the powerpoint and write info and draw about the creatures/stories		Use clay to make a mythical creature		Action songs.  Exploring orchestral instruments - brass  Mr Ratty- topic songs.	Tennis  Dance- Time to move  Games- Spurs multiskills	Being different (The Mixed up Chameleon)	Playing Safe – the importance of being safe at home
Week 6  The Magic Key Story	Waterproof or not?  Bend y or not?  Magnetic or not?  soluble or not?  Children to test different materials.	<b>Information all around us</b>  Review different forms of information and their purposes				Paint your mythical creature for hall display	Action songs.  Exploring orchestral instruments - string  Mr Ratty- topic songs.	Gymnastics  Dance- Time to move  Games- Spurs multiskills		Playing Safe the importance of being safe at home <a href="https://www.nationwideeducation.co.uk/safety-education/home-safety/students/04-07_being-safe-home/int_storybook_page.php">https://www.nationwideeducation.co.uk/safety-education/home-safety/students/04-07_being-safe-home/int_storybook_page.php</a>  design a poster of an unsafe house

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
<p>Week 7</p> <p>Charlie and the Chocolate Factory</p>	<p>Change of state – melting and freezing chocolate to create their own chocolate bars.</p>	<p><b>Labelling and classifying</b></p> <p>Play I spy</p>	<p><i>History of Charlie and the Chocolate factory. Share a snippet of old film and new film. Discussing how it has changed.</i></p>		<p>Design a pancake topping</p>	<p>Create your own chocolate bar wrapper</p>	<p>Action songs</p> <p>In the Groove</p> <p>Lesson 1</p> <p>Charanga Music</p> <p>Mr Ratty-spring concert songs.</p>	<p>Tennis</p> <p>Dance-Time to move</p> <p>Games-Spurs multiskills</p>	<p>Shrove Tuesday</p> <p>Christianity )</p>	
<p>Week 8</p> <p>Charlie and the Chocolate factory and science week</p>	<p>Change of state – melting and freezing chocolate to create their own chocolate bars.</p> <p>A visit from the dental hygienist</p>	<p><b>Labelling and classifying</b></p> <p>Play I spy</p>	<p><i>History of Charlie and the Chocolate factory. Share a snippet of old film and new film. Discussing how it has changed,.</i></p>	<p>Where does coco come from?</p>	<p>Cooking and creating your own chocolate bar.</p>	<p>Create your own chocolate bar</p>	<p>In the Groove</p> <p>Lesson 2</p> <p>Charanga Music</p> <p>Mr Ratty-spring concert songs.</p>	<p>Tennis</p> <p>Dance-Time to move</p> <p>Games-Spurs multiskills</p>	<p>Special things in the Christian home: bible, cross, statue or picture of Jesus</p>	<p>Healthy eating – everything in moderation.</p> <p>Looking after our teeth.</p>

Week 9 Castles	Materials link with castle design – what material would you use for the drawbridge?	<b>Labelling and classifying</b>  Use i-pad/ camera	Label parts of a castle  <a href="http://simonwiddowson.typepad.com/files/castlelabelling.swf">http://simonwiddowson.typepad.com/files/castlelabelling.swf</a>  Cross-curricular link with literacy	Castles around the world	Design a castle	Paint a coat of arms	In the Groove Lesson 3 Charanga Music Mr Ratty-spring concert songs.	Tennis Dance-Time to move Games-Spurs multiskills	The torah & the story of Moses  <a href="http://www.topmarks.co.uk/judaism/story-of-moses">http://www.topmarks.co.uk/judaism/story-of-moses</a>  (up to parting of the sea)	Right and wrong: Kind and unkind behaviour
Week 10 Theatre	Make a pulley puppet choosing the appropriate materials to use	<b>Labelling and classifying</b>  My world3 – fruit or pond life	Theatre Trip		Make a Mask		Spring Concert/ Assembly work Mr Ratty-spring concert songs.	Tennis Dance-Time to move Games-Spurs multiskills	Buddha's birthday	
Week 11 Easter Story		<b>Labelling and classifying</b>  Word	The Easter story	Easter around the world  <a href="http://www.whyeaster.com/cultures">www.whyeaster.com/cultures</a>  <a href="http://www.easterbunnys.net">www.easterbunnys.net</a>	Easter cards Easter baskets		Easter Concert/ Assembly work Mr Ratty-spring concert songs.	Tennis Dance-Time to move Games-Spurs multiskills	Seder meal (Judaism)	Right and Wrong: Truthfulness
Week 12		<b>Labelling and classifying</b>  Assess and review		Easter powerpoint (in resources)	Cooking		Easter Concert/ Assembly work Mr Ratty-spring concert songs.	Tennis Dance-Time to move Games-Spurs multiskills	Easter (Christianity)	