

Galley Common School

Curriculum Policy

Introduction

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum consists of all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to begin the process of teaching children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum is underpinned by the values to which we aspire. Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community whilst encouraging excellence and enjoyment.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and Objectives

OUR MISSION...

Dream... Believe...Achieve

Galley Common Infant School wants to have:

Successful, Confident, Enthusiastic, Caring and Happy children therefore we will...

Our Aims...

- Think about, begin to understand and enjoy experiences based on countries, religious beliefs and **cultures** that differ from our own. Appreciate and respect similarities and differences.
- Give children and all who work here opportunities to learn and **achieve**.
- Make sure that everyone feels **safe**, important and cared for.

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- Help parents, staff, Governors and other people in our community to work **together**, to be good members of our community and think about other people.
- Help our children to learn **life** skills, to think for themselves, solve problems and make healthy lifestyle choices.
- Make the school a place where children want to learn together, **enjoy** what they are learning about and want to learn more.

Organisation and planning

We have a weekly total of 25 hours and 50 minutes of teaching time per week. In addition, we have allocated 5 minutes per day for registration, 15 minutes per day for assembly and collective worship, 15 minutes for morning break and 1 hour for lunch per day.

We plan our curriculum in three phases. We have agreed long-term plans for both the Foundation Stage and Key Stage 1. These indicate what parts of the programmes of study are to be taught in each term, and to which groups of children. We review our long-term plan on an on-going basis and as is required by changes in national or local guidance or by legislation.

With our medium-term plans, we give clear guidance on the objectives that we use when teaching each unit of work. We use the Warwickshire Agreed Syllabus and supporting guidance to teach Religious Education.

We are developing skills and knowledge progress trackers to ensure a balance to the teaching of all subjects and clear progression from one year group to another.

Our short-term plans are those that our teachers write on a weekly basis. Teachers plan together weekly in Key Stage teams. We use these short term plans to set out the learning objectives for each subject or area of study, and to identify what resources and activities we are going to use in the lessons. We use some material from purchased schemes to support short term planning.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Learning Goals. Through detailed joint planning with the on-site private nursery, there is planned progression across the full Foundation Stage. (See Foundation Stage policy and planning).

At Key Stage 1 the curriculum in our school places a great emphasis on the core subjects, particularly English, Mathematics and Science. This is reflected in our time allocations for English and the other core subjects of Mathematics, Science, ICT and RE. However, we do provide a broad and balanced curriculum through high quality teaching in the foundation subjects and in Personal, Social and Health Education (PSHE) and Citizenship. We have a topic based 'Curriculum Map' for the non core subjects to develop children's skills, enjoyment and achievement in all curriculum areas. Our aim is to teach all the requirements of the National Curriculum and the Warwickshire Agreed Syllabus for RE in a relevant, interesting, dynamic and cohesive manner.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the Special Educational Needs (SEN) Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher works with the Special Education Needs Co-ordinator (SENCO) to make an assessment of this need. In most instances the teacher, supported by the SENCO and Special Needs Assistant (SNA), is able to provide resources and

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educational opportunities, which meet the child's needs within the normal class or group organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides a Person Centred Plan (PCP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

(See Special Needs policy).

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage curriculum.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. The teachers visit or speak to all providers to discuss individual children's needs in the term before they start school.

(See Foundation Stage policy).

During the children's first half term in the Reception year, their teacher carries out a Baseline assessment and assessments to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child, as well as the basis for plotting value added progress for both individual children and cohorts of pupils. We record children's attainment throughout the year on tracking grids. At the end of the Foundation Stage this information is given to the Key Stage 1 staff.

Links with Parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This relationship with parents begins prior to their child starting school and continues to be a priority throughout both Key Stages. We use the online Tapestry tool to inform parents of how children are learning and progressing. Parents are invited to add their own evidence and comments to the Tapestry tool. We also support parents through termly parent interviews and regular curriculum workshops and opportunities to visit classrooms during year.

Key skills and Learning Styles

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

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In our curriculum planning we consider these skills, so that the children's progress in all of these areas can be addressed. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

In their lesson planning, teachers take account of a range of learning styles preferred by different groups or individual children. Lessons include opportunities for children to learn through visual, auditory or kinaesthetic input.

The role of the Curriculum Team Leader

The role of the Curriculum Team Leader is to lead and manage 1 or more curriculum areas over a term and to:

- provide a strategic lead and direction for the subjects;
- support and offer advice to colleagues on issues related to the subjects;
- monitor pupil progress in those subject areas;
- provide efficient resource management for the subjects;
- monitor the quality of teaching in the subjects;
- to lead the curriculum team;
- report to staff, parents and Governors.

The school gives Curriculum Team Leaders non-contact time regularly, and in response to needs, so that they can carry out the necessary duties involved with their role. It is the role of each Curriculum Team Leader to keep up to date with developments in their subject, at both national and local level. They, with their curriculum team, review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives, and is recorded in the Learning Improvement Plan. Each Curriculum Team Leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and review

Our Governing Body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area as defined within the priorities of our Subject Monitoring Cycle and the Learning Improvement Plan. We have named Governors for each Curriculum Team. The Governors liaise with the Curriculum Team Leaders of these areas, and monitor closely the way the school teaches these subjects. They attend curriculum feedback meetings once a term.

The Head Teacher is responsible for the overall organisation of the curriculum. The Key Stage Co-ordinators are responsible for ensuring that medium and short term planning ensures full coverage of all the requirements of the Long Term Plans. The Co-ordinators take the lead in weekly planning meetings, but all members of the teams undertake preparation and planning.

The Curriculum Team Leaders, with their Curriculum Teams, monitor the way their subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. The Curriculum Team Leaders also have responsibility for monitoring the way in which resources are stored and managed.

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Provision During The Pandemic

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Since the pandemic affected education in our country from March 2020, we have had to adapt the way that we have implemented our curriculum. During this time, we have had 2 significant lockdowns where only the children of key workers have been in school and 2 significant transitions for all children being back in school together. In September 2020 and March 2021, we introduced a Recovery Curriculum, to address both the gaps in learning and the emotional and mental health needs of our children. We found through baseline assessments where the children were at and could use this knowledge to develop a curriculum that addressed the core subjects and their individual needs. This Recovery curriculum focused around PSHE, Reading, Phonics, English, Maths and Physical exercise.

PSHE

This began in a compassionate way with talking about the virus and sharing our experiences of lockdown through story and conversation. PSHE has been taught for at least 2 sessions per week, particularly using the PATHs and Jigsaw programmes, where we have worked on building qualities such as self-esteem, emotional intelligence, resilience and mindfulness. These programmes have been key in developing the children's caring personalities. We were also intentional in giving the children time to explore their happiness boxes from home (containing familiar and comforting objects) and doodling in their doodle books. This enabled the children to take brain breaks, to process their transition and to encourage a generally happier outlook.

We also introduced animal characters to further develop the growth mindset in our children, including Go for it gorilla, Persevering parrot and Concentrating crocodile. This programme has enabled the children to continue to become confident and successful in their learning.

Practicalities

During both major lockdowns in 2020-21, we had to develop strategies to support the children learning at home. MS teams was a major vehicle for teaching the children who have been learning at home for 2 sessions every day- morning and afternoon half hours, with a focus on Phonics, English and Maths. Our Active Learn Bug Club (now replaced by Monster Phonics) and Education City for homework portals were invaluable in setting the children further learning and also, being able to see the children's achievements on line. Class e mail addresses were set up, so that children could send in daily learning to their teachers. The planning has developed into detailed daily planners that can be understood by teachers and parents alike. These were also used for children who have had to self-isolate and learn at home. We have incorporated power points and videos that further explain the learning to parents and children and make things very visual. Aspects of this practice can now be used in the event of a school closure, for example home learning can be sent to a child's home electronically.

Date: January 2003

Reviewed: February 2007

Reviewed February 2009

Reviewed March 2010

Reviewed March 2012

Reviewed April 2013

Reviewed January 2016

Reviewed January 2018

Reviewed January 2020

Reviewed April 2021

Reviewed January 2022

Reviewed January 2024

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Foundation Stage Long Term Plan

Curriculum Area	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>BIG QUESTION/ GENERAL THEMES</p> <p>N.B - These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p>Terrific Tales</p> <p>Stories based around homes/families - Goldilocks, The enormous turnip, The Three Billy Goats, The Elves and the Shoe maker, Owl Babies, The magic porridge pot</p> <p>Autumn/Woods/Diwali/fireworks bears/owls/Christmas</p>		<p>What is wonderful?</p> <p>Rainforests/Antarctica/Chinese New year plants/ growing/Easter</p>		<p>What is happily ever after?</p> <p>Fairy Tales (twist in the tale) Wedding celebration</p>	
<p>Experiences/Trips</p>	<p>Hartshill Hayes - Autumn walk Harvest festival and visit to church Polesworth Abbey - Baby Jesus experience</p>		<p>Chinese Food tasting Growing caterpillars Planting and growing plants and flowers Easter Fun Day</p>		<p>Plan and carry out a wedding celebration.</p>	
<p>Possible Texts (English)</p> <p>See english LTP for detailed outline of purpose and audience</p>	<p>Narrative Traditional Tales - Goldilocks, The Gingerbread Man, The Enormous turnip, The Three Billy Goats Gruff Old Favourites - Stick Man, the Gruffalo, Owl Babies, Funny Bones</p> <p>Non-fiction - Autumn/Woods, Diwali - Rama and Sita, Christmas- The Nativity,</p> <p>Poetry - nursery rhymes</p>		<p>Narrative - Walking through the Jungle (repeating text), The Very Hungry Caterpillar, Chop sticks</p> <p>Non-fiction - Antarctica, The Rainforest, Chinese New Year</p> <p>Poetry - Nursery Rhymes, Mad about Mini beasts</p>		<p>Narrative - Little Red riding hood, Jack and the Beanstalk, The Three Little Pigs The Sad wolf and the big bad pigs, Jack and the incredibly mean-stalk.</p> <p>Non-fiction - weddings</p> <p>Poetry- Nursery rhymes, The scarecrows wedding.</p>	

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<p>MATHS</p> <p>White Rose Hub Planning</p>	<p>Number* Match and sort Compare amounts Measure, Represent/compare/composition of 1,2,3 One More/One less Representing numbers to 5</p> <p>Shape and Spatial thinking* Compare size, mass, capacity Exploring pattern Positional language 2D shapes</p>		<p>Number* Number: Introducing zero Comparing numbers to 10 Composition of 4,5,6,7,8,9,10 Combining 2 groups Number bonds to 10</p> <p>Shape and Spatial thinking* Compare mass and capacity Length, height and time 3D shape</p>		<p>Number* Building numbers beyond 10 Counting patterns beyond 10 Addition and Subtraction Doubling, Sharing and grouping Odd and Even Numbers</p> <p>Shape and Spatial thinking* Spatial reasoning - Match, rotate, manipulate, Compose, decompose, Visualise, build, mapping</p>	
<p>P E</p> <p>Real P.E physical activity programme dancing, music, games and all while interacting with other children. 1 session a week.</p> <p>Write Dance Physical activity / series of body movements and holds, supporting the development of writing. 1 session a week.</p>	<p>Real P.E - Unit 1</p> <p>Write Dance Volcano country side/consolidate animals</p>	<p>Real P.E - Unit 1</p> <p>Write Dance circles and Eights Robot</p>	<p>Real Gym - Unit 1</p> <p>Write Dance Train Tree</p>	<p>Dance Unit 1</p> <p>Write Dance Silver Wings Cats Mandala</p>	<p>Real Gym - Unit 1</p>	<p>Real P.E - Unit 3</p>
<p>PSHE</p>	<p>PATHS (supported by The colour Monster book)</p>	<p>PATHS</p>	<p>PATHS</p> <p>JIGSAW - Dreams and Goals Mental</p>	<p>PATHS</p> <p>Jigsaw - Healthy Me Physical health and fitness / healthy eating. How do we stay healthy and safe? ORAL HEALTH</p>	<p>PATHS</p> <p>Jigsaw - Relationships Caring</p>	<p>Protective Behaviours</p> <p>Jigsaw -</p>

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	<p>JIGSAW - Being Me in My world Respectful friendships / being safe How can we make other people feel welcome?</p> <p>No outsiders - The Family Book</p>	<p>JIGSAW - Celebrating Difference: Being special, identifying talents, Families, standing up for yourself.</p> <p>No outsiders - Red Rockets: Respectful friendships. What would life be like if we all liked the same things?</p> <p>Protective Behaviours</p>	<p><u>Well being</u> What does it mean to feel proud?</p> <p>No outsiders - Rainbow Jelly Respectful friendships. Is it ok to be different?</p>	<p>No outsiders - Blue Chameleon:</p> <p>Protective Behaviours</p>	<p>friendships / families. How do we stop ourselves from being lonely?</p> <p>No outsiders - Mommy, Mama and Me</p>	<p>Changing me Changing bodies / caring friendships. How do we feel when changes happen?</p>
<p>Understanding the World (The Natural World)</p>	<p>Senses- Rainbow experiment: skittles Pumpkins Seasonal changes - Autumn Leaf and natural materials study Mud Kitchen investigation</p>	<p>London (Guy Fawkes)</p> <p>Light and dark/candles.</p>	<p>Seasonal changes-Winter Studying frost, snow, ice.</p> <p>Comparing contrasting countries, Comparing animals.</p>	<p>observing plants/flowers mini beasts. Lifecycles - caterpillars</p> <p>Seasonal changes - Spring</p>	<p>Materials. Brick wall. Float and sink bridge.</p>	<p>Seasonal changes - summer</p> <p>Wedding Link: Making perfume (herbs/spices/flowers) Design own transport</p>
<p>Understanding the World (people, culture and communities)</p> <p><u>Discuss and share in celebrations that are important to children and families in our cohort throughout the year.</u></p>	<p>Diwali - trip to Chilwell Colton</p>	<p>R.E Unit - Which times are special and why? Harvest Christian Sukkiah Jewish</p> <p>Guy Fawkes</p> <p>Remembrance Day Christmas- Trip to Polesworth Abbey</p>	<p>R.E Unit -What is special about our world? Creation Christian Jewish Caring Muslim</p> <p>Chinese New Year</p>	<p>R.E Unit - Which people are special and why? Christian Sikh</p> <p>EASTER Visit to church</p>	<p>R.E Unit - Which people are special and why? Christian Sikh</p> <p>St George's Day EID</p>	<p>R.E Unit - Which stories are special and why? Christian Muslim</p> <p>Christian wedding Contrasting wedding</p>

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Understanding the World (Past and Present)	Sharing 'All about Me' posters Families Past/historical discussions - Guy Fawkes, The Nativity Story		Lifecycles - How have I changed?			
FOOD FOR LIFE	Apples and Pears from the garden Root vegetable chips	Christmas cakes	Farm visit	Herb gardens	Grow own produce	Eat well plate
ART	Painting: Colour Mixing - Autumn Using different applicators Paintings (woods etc) Collage: Autumn leaf collages Artist - Andy Goldsworthy	Painting: Paint places from observation (starry night) Explore dripping, pouring, splattering to create firework art. Sculpture: Clay Diya lamps Drawing: Mehndi hand patterns - large and small scale. Firework art - chalk Diwali - Rangoli/ Mehndi hands / Clay divas Artist - Van Gogh - Starry night	Printing: printing with objects- puff paint (rainforest) Drawing: Drawing esthetic animals. Artist: Amy Warhol (printing)	Drawing: Observational paintings of flowers Printing: Printing mini beasts Sculpture: salt dough mini beast Artist: Henri Matisse - The Snail	Collage: Creating a traditional tale story setting.	Sculpture: <u>Paper mache</u> - balloons/wedding favours wedding
DT (Creating with Materials)	Cooking: Make apple/pear crumble. Make porridge. Autumn necklaces/crowns Equipment: hole punch	Cooking: Make pumpkin soup. 3D - Create/invent a new toy for exhibition. Equipment: split pins	Design and make a 3D Junk model rainforest. Equipment: staple	Wood work bench - join, build and shape. Equipment: hammer	Three Little Pigs: exploring building materials. Which will not blow down.	Using tools to create a healthy salad. Equipment: chopping knife.
Music (Being imaginative and Expressive)	Nursery Rhyme of the week. Adding sound effects to stories.	Explore Body percussion and percussion instruments. Little Acorns unit to explore dynamic and pitch . Christmas pantomime	Explore Tuned instruments (chime bars)	Responding to music: (link with Dance) Respond with voice and movement.	Creating own songs - children use simple notation to read and write their own music.	Creating own songs - children begin to add instruments to their songs which they have created. Create music for the wedding.

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	Explore TEMPO and BEAT when singing familiar songs/rhymes.	Christmas performance songs and actions.			Learn and sing songs linked to Traditional tales.	
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This is the Key Stage One Curriculum Map for Galley Common Infant School, Key Stage One, Year One. The objectives within each half term will be covered in that half term. However, the broad topics will be made more specific each time that they are visited, eg Carnival of Animals could be African Safari animals one year and English farm animals another. This ensures that children receive a different learning experience from Year One to Year Two.

<p>AUTUMN 1ST</p>	 <p>A Ticket to Anywhere</p> 	<p>SPRING 1ST</p>	 <p>To Infinity and Beyond</p> 	<p>SUMMER 1ST</p>	 <p>Step Back in Time</p> 
<p>AUTUMN 2nd</p>	 <p>Merry Christmas Leading up to Christmas</p> 	<p>SPRING 2ND</p>	 <p>Carnival of Animals</p> 	<p>SUMMER 2ND</p>	<p>Once Upon A Time...</p>  <p>A Twist in the Tale</p> 

AUTUMN 1 Y1



Ticket to Anywhere



<p>WEEK 1 05.09.23</p>	<p>MUSIC KAPOW Musical Vocabulary Under the Sea</p> <p>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.</p>
<p>WEEK 2 11.09.23 13.09.23 Roald Dahl day</p>	<p>ART KAPOW Painting and Mixed Media Colour</p> <p>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</p> <p>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.</p>
<p>WEEK 3 18.09.23 22.09.23 Jeans for genes' day</p>	<p>GEOGRAPHY HUMAN AND PHYSICAL FEATURES</p> <p>Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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 non-contrasting non-European country.</p>
<p>WEEK 4 25.09.23</p>	<p>SCIENCE AUTUMN WEATHER HUMAN BODY</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify, draw, name and label the basic parts of human and say which part of the body is associated with each sense.</p>

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	Working Scientifically*Observing changes over time*Noticing patterns*Grouping and classifying things*Carrying out simple comparative tests*Finding things out using secondary sources
WEEK 5 02.10.23	ICT PURPLE MASH Block 1:Unit 1 + Project Evolve Unit E- Safety
WEEK 6 09.10.23 NO OUTSIDERS HERE	RE UNIT 1:5 PLACES What makes some places sacred? Mosque focus Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used . Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe . Ask good questions during a school visit about what happens in a church, synagogue or mosque
WEEK 7 16.10.23	DT KAPOW Cooking and Nutrition Fruit and Vegetables 4 lessons DESIGN 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]. MAKE Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.

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WEEK 8 23.10.23	Mosque visit Harvest Protective behaviours Harvest assembly
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AUTUMN 2 Y1



Leading up to Christmas



WEEK 1 06.11.23 BONFIRE NIGHT REMEMBRANCE	<p><i>CHRISTMAS REHEARSALS</i></p> <p>HISTORY REMEMBRANCE DAY</p> <p>Know about the lives of significant individuals in the past who have contributed to national/international achievements. Compare aspects of life in different periods.</p>
WEEK 2 13.11.23 DIWALI 12/11/23 Chn in need	<p><i>CHRISTMAS REHEARSALS</i></p> <p>ART DRAWING MAKING YOUR MARK</p> <p>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.</p> <p>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.</p>
WEEK 3 20.11.23	<p><i>CHRISTMAS REHEARSALS</i></p> <p>MUSIC KAPOW BODY AND VOCAL SOUNDS BY THE SEA</p> <p>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.</p>
WEEK 4 27.11.23 St Andrew's day 30.11.23	<p><i>CHRISTMAS REHEARSALS</i></p> <p>RE RE UNIT 1.6 TIMES</p> <p>HOW AND WHY DO WE CELEBRATE SPECIAL AND SACRED TIMES? CHRISTMAS</p> <p>Identify some ways Christians celebrate Christmas. Re-tell stories connected with Christmas and say why these are important to Believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>
WEEK 5 04.12.23	<p><i>CHRISTMAS PLAY WEEK</i></p> <p>ICT</p>
WEEK 6 11.12.23	<p>SCIENCE SEASONS DAY LENGTH</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>

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WEEK 7	GEOGRAPHY SEASONAL AND DAILY WEATHER PATTERNS SANTA'S JOURNEY
18.12.23	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

SPRING 1 Y1



TO INFINITY AND BEYOND



WEEK 1
09.01.24

MUSIC

KAPOW PITCH AND SUPERHEROES

Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.

WEEK 2
15.01.24

HISTORY

Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. For example Neil Armstrong,

WEEK 3
22.01.24

DT

KAPOW WHEELS AND AXLES MECHANISMS

Explain that wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues.

WEEK 4
29.01.24

SCIENCE

Everyday Materials

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

WEEK 5
05.02.24

RE

1:1 BELIEFS

Who is a Christian and what do they believe?

***Church visit

Describe simply some Christian beliefs about God Describe simply some Christian beliefs about Jesus Retell a story that shows what Christians believe about God Share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories Ask some questions about believing in God Explain some ideas of my own about God



Carnival of Animals

Y1



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Carnival of Animals

Y1



WEEKS	RE	PE	PSHE	MUSIC	DT	SCIENCE	GEOGRAPHY	ICT
WEEK 1 27.02.22 READING WEEK WORLD BOOK DAY ST DAVID'S DAY		*Master basic movements including running, jumping, throwing and catching,	JIGSAW Healthy Me 1! PATHS		Stable Structures - use progression of skills document for more detailed objectives - 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		Name, Locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas	ICT
WEEK 2 06.03.22	What does it mean to belong to a faith community? Jewish wedding	as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	JIGSAW Healthy Me 2 AND 3 GROWTH MINDSET	Listen with concentration and understanding to a range of high-quality live and recorded music. ANIMAL MUISICALS/OPERAS	Stable Structures - use progression of skills document for more detailed objectives - 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	Name, Locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas	Use world maps, atlases and globes to identify countries, continents and oceans Name and locate the world's 7 continents and 5 oceans	
WEEK 3 13.03.22 ST PATRICK'S DAY MOTHER'S DAY PREP		*Participate in team games, developing simple tactics for attacking and defending	JIGSAW Healthy Me 4! PATHS	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ANIMAL SONGS MUSIC	- explore and evaluate a range of existing products - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - build structures, exploring how they can be made stronger, stiffer and more stable	-evaluate their ideas and products against design criteria	Use world maps, atlases and globes to identify countries, continents and oceans Name and locate the world's 7 continents and 5 oceans	ICT
WEEK 4 20.03.22 SCIENCE WEEK FARM VISIT MON	How and why do we celebrate special and sacred times?	*Perform dances using simple movement patterns.	JIGSAW 5 Healthy Me NO Outsiders Here	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)	Identify and name a variety of common animals that are carnivores, herbivores and omnivores		
WEEK 5 28.03.22 EASTER CELEBRATIONS	Christian EASTER part.	Gym/Dance Games and Key Stage Competition.	JIGSAW Healthy Me 6! Protective Behaviours x2	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		Weather Spring Observe and describe weather associated with the seasons and how day length varies.	Observe changes across the four seasons.	ICT

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A Twist in the Tale



WEEK 1 PHONICS' PREP WEEK REAL DANCE	<p>GEOG Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>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</p>	
WEEK 2 PHONICS' SCREEN WEEK FATHERS' DAY	<p>GEOG</p>	<p>SCI Observe weather within the four seasons</p>
WEEK 3 PHONICS' HIGHLIGHTING	<p>MUSIC Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. RHYTHM TIMBRE TEXTURE</p>	
WEEK 4 EID	<p>RE SACRED PLACES</p>	
WEEK 5 INDUCTION WEEK	<p>ICT</p>	
WEEK 6 SPORTS' DAY	<p>ICT</p>	<p>DT</p>
WEEK 7 WEEK 8 MON TUES	<p>DT Moving Pictures EXPLORATION 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 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and use mechanisms, in their products EVALUATE Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	

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