

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 22.5 hours 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 5 minutes 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. For 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. In the autumn term, we used objectives from the previous year group to address the gaps that we had found and to give the children a firm foundation to build the next steps on when they were ready

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, we have had to develop strategies to support the children learning at home. Msteams has been 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 and Education City for homework portals have been 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 have also been 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. Upon returning to school, the children have brought in their learning from home, so that the teacher can see all that has been achieved.

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

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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/krongelidong 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>JIGSAW - Celebrating</p>	<p>PATHS</p> <p>JIGSAW - Dreams and Goals Mental Well being</p>	<p>PATHS</p> <p>Jigsaw - Healthy Me Physical health</p>	<p>PATHS</p> <p>Jigsaw - Relationships Caring friendships</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>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>What does it mean to feel proud?</p> <p>No outsiders – Rainbow Jelly Respectful friendships. Is it ok to be different?</p>	<p>and fitness / healthy eating. How do we stay healthy and safe? ORAL HEALTH</p> <p>No outsiders – Blue Chameleon:</p> <p>Protective Behaviours</p>	<p>/ 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>
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<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) Light and dark/candles.</p>	<p>Seasonal changes- Winter Studying frost, snow, ice. Comparing contrasting countries. Comparing animals.</p>	<p>observing plants/flowers mini beasts. Lifecycles - caterpillars Seasonal changes - Spring</p>	<p>Materials. Brick wall. Float and sink bridge.</p>	<p>Seasonal changes - summer Wedding Link: Making perfume (herbs/spices/flowers) Design own transport</p>
<p>Understanding the World (people, culture and communities) <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 Chilvers Coton</p>	<p>R.E Unit - Which times are special and why? Harvest Christian Sukkah Jewish</p>	<p>R.E Unit - What is special about our world? Creation Christian Jewish Caring Muslim</p>	<p>R.E Unit - Which people are special and why? Christian Sikh</p>	<p>R.E Unit - Which people are special and why? Christian Sikh</p>	<p>R.E Unit - Which stories are special and why? Christian Muslim</p>
		<p>Guy Fawkes Remembrance Day Christmas- Trip to Polesworth Abbey</p>	<p>Chinese New Year</p>	<p>EASTER Visit to church</p>	<p>St George's Day EID</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		Curriculum Policy 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 Diva 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 antartic animals. Artist: Any 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: Paper mache - balloons/wedding favours wedding

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<p>DT (Creating with Materials)</p>	<p>Cooking: Make apple/pear crumble. Make porridge.</p> <p>Autumn necklaces/crowns Equipment: hole punch</p>	<p>Cooking: Make pumpkin soup.</p> <p>3D - Create/invent a new toy for exhibition.</p> <p>Equipment: split pins</p>	<p>Design and make a 3D Junk model rainforest.</p> <p>Equipment: staple</p>	<p>Wood work bench - join, build and shape.</p> <p>Equipment: hammer</p>	<p>Three Little Pigs: exploring building materials. Which will not blow down.</p>	<p>Using tools to create a healthy salad.</p> <p>Equipment: chopping knife.</p>
<p>Music (Being imaginative and Expressive)</p>	<p>Nursery Rhyme of the week.</p> <p>Adding sound effects to stories.</p> <p>Explore TEMPO and BEAT when singing familiar songs/rhymes.</p>	<p>Explore Body percussion and percussion instruments.</p> <p>Little Acorns unit to explore dynamic and pitch .</p> <p>Christmas pantomime</p> <p>Christmas performance songs and actions.</p>	<p>Explore Tuned instruments (chime bars)</p>	<p>Responding to music: (link with Dance) Respond with voice and movement.</p>	<p>Creating own songs - children use simple notation to read and write their own music.</p> <p>Learn and sing songs linked to Traditional tales.</p>	<p>Creating own songs - children begin to add instruments to their songs which they have created.</p> <p>Create music for the wedding.</p>

Key Stage 1 Curriculum Plan

This is the Key Stage One Curriculum Map for Galley Common Infant School. 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>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> 



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<p>AUTUMN 1ST</p>	<div style="display: flex; justify-content: space-around; align-items: center;">  <h1 style="font-size: 2em;">A Ticket to Anywhere</h1>  </div>
<p>RE</p>	<p>Y1 Who is a Christian and what do they believe? Y2 Who is a Muslim and how do they live? How and why do we celebrate special and sacred times? Muslim part.</p>
<p>PE</p>	<p>*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 *Perform dances using simple movement patterns. Gymnastics Dance</p>
<p>Food For Life</p>	<p>Vegetable Chips</p>
<p>No Outsiders Here</p>	<p>Session 1</p>
<p>PSHE</p>	<p>PATHS 2 weekly sessions JIGSAW BEING ME 6 sessions</p>
<p>Cultural capital</p>	<p>Golden time - decision making</p>
<p>ICT fortnightly</p>	<p>Digital Literacy- Use technology purposefully to create, organise store, manipulate and retrieve digital content E-safety- Use technology safely and respectfully keeping personal information private.</p>
<p>Music fortnightly</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music - MUSIC FROM AROUND THE WORLD Experiment with, create, select and combine sounds using the inter-related dimensions of music - PULSE DYNAMICS Y2 Cinema experience, seeing a musical. PARENT VISITOR MUSIC PERFORMANCE</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple</p>




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	<p style="text-align: center;">comparative tests *Finding things out using secondary sources</p> <p>Y1 Weather Autumn</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> <p>Y2 Working Scientifically</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment and observing changes over time</p> <p>Performing simple, comparative tests. Identifying, grouping and classifying. Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions and noticing patterns.</p> <p>PLUS describe the importance for humans to exercise, eating the right amount of different types of food and hygiene -DT</p>
<p>Geography/History</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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>DT/Art</p>	<p>Y1 & 2 Drawing - use progression of skills document for more detailed objectives</p> <p>Y1 & 2 Sculpture - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - 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.

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AUTUMN 2nd	 Christmas 
R.E.	<p>Y1 Who is a Christian and what do they believe?</p> <p>Y2 Who is a Muslim and how do they live? How and why do we celebrate special and sacred times? Muslim part.</p> <p>Y1/Y2 CHRISTMAS</p>
P.E.	<p>*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</p> <p>*Perform dances using simple movement patterns. Gymnastics and Key Stage Competition Dance (Christmas hall timetable)</p>
Celebration Days	<p>Diwali Celebration day- November Christmas Celebration day - link to DT project</p>
Food For Life	Christmas cake
No Outsiders Here	Session 2
Protective Behaviours	4 sessions
PSHE	PATHS 2 weekly sessions JIGSAW CELEBRATING DIFFERENCES 6 sessions
Cultural capital	<p>Tolerance Supporting charities Chn in need day . Invite in visitors. Rev Barnes to talk about church at Christmas time.</p> <p>Liberty Show and tell personal interests St Andrew's Day celebrations Golden time - decision making</p>
ICT fortnightly	<p>E-safety- Use technology safely and respectfully keeping personal information private. Programming- Understand what an algorithm is.</p>
Music fortnightly	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes CHRISTMAS SONGS</p> <p>Play tuned and untuned instruments musically CHIME BARS</p> <p>CHRISTMAS PLAYS PARENT VISITOR MUSIC PERFORMANCE PANTOMINE VISIT TO US</p>



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<p>SPRING 1ST</p>	  <h1>To Infinity and Beyond</h1> 
<p>R.E.</p>	<p>Y1 What does it mean to belong to a faith community? Plus Sikh mini focus</p> <p>Y2 Who is Jewish and how do they live? How and why do we celebrate special and sacred times? Jewish part.</p>
<p>P.E.</p>	<p>*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</p> <p>*Perform dances using simple movement patterns. <i>Gymnastics</i> <i>Dance</i></p>
<p>Celebration Days</p>	<p>Chinese New Year</p>
<p>Cultural capital</p>	<p>Golden time - decision making Y1 sharing interests to the class</p>
<p>Food For Life</p>	<p>Farm Visit</p>
<p>No Outsiders here</p>	<p>Session 3</p>
<p>PSHE</p>	<p>PATHS 2 weekly sessions JIGSAW DREAMS AND GOALS 6 sessions</p>
<p>ICT fortnightly</p>	<p>E-safety- Use technology safely and respectfully keeping personal information private.</p>
<p>Music fortnightly</p>	<p>Play tuned and untuned instruments musically RECORDERS Experiment with, create, select and combine sounds using the inter-related dimensions of music. PITCH TEMPO</p> <p>Y1 CINEMA EXPERIENCE, A MUSICAL. PARENT VISITOR MUSIC PERFORMANCE</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons.</p>

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	<p>Y1 Year 1- Everyday Materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Year 2- Everyday Materials</p> <p>Identify and compare the uses of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>
<p>Geography/History</p>	<p>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
<p>DT/Art</p>	<p>Y1 - Art - Printing - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - 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. <p>Y2 - DT - Vehicles - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - 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 - 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

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	<ul style="list-style-type: none"> - explore and use mechanisms, in their products - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
<h1 style="margin: 0;">SPRING 2ND</h1>	 <h1 style="margin: 0;">Carnival of Animals</h1> 
R.E.	<p>Y1 What does it mean to belong to a faith community? Plus Sikh mini focus</p> <p>Y2 Who is Jewish and how do they live? How and why do we celebrate special and sacred times? Jewish part. Y1/Y2 EASTER</p>
P.E.	<p>*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</p> <p>*Participate in team games, developing simple tactics for attacking and defending *Perform dances using simple movement patterns. Gym/Dance Games and Key Stage Competition</p>
Celebration Days	Easter celebrations
Cultural capital	St David's day St Patrick's day Golden time - decision making Y1 sharing interests to the class
Food For Life	Farm visit
No Outsiders here	Session 4
Protective behaviours	x 4 sessions
PSHE	PATHS 2 weekly sessions JIGSAW HEALTHY ME 6 sessions
ICT fortnightly	E-safety- Use technology safely and respectfully keeping personal information private.
Music fortnightly	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes SONGS RELATING TO ANIMALS PARENT VISITOR MUSIC PERFORMANCE</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music MUSICALS, OPERAS RELATING TO ANIMALS.</p>

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<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons.</p> <p>Y1 Weather Spring</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p> <p>Year 2 Animals including humans/Living things and their habitats</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Notice that animals including humans have offspring which grow into adults</p> <p>Describe how animals obtain their food from plants and other animals using the idea of a food chain.</p>
<p>Geography/History</p>	<p>Name, Locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans</p> <p style="text-align: right;">Name and locate the world's seven continents and 5 oceans</p>
<p>DT/Art</p>	<p>Y1 - DT - Stable Structures - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - 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 - 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 - explore and evaluate a range of existing products <li style="text-align: right;">-evaluate their ideas and products against design criteria <p>Y2 - Art - Collage - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products

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	<ul style="list-style-type: none"> - 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.
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<h1 style="margin: 0;">SUMMER 1ST</h1>	 <h1 style="margin: 0;">Step Back in Time</h1> 
R.E.	<p>Y1 What makes some places sacred? Christian church VISIT EID</p> <p>Y2 What can we learn from Christian Sacred Books? Plus Sikh mini focus</p>
P.E.	<p>*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</p> <p>*Participate in team games, developing simple tactics for attacking and defending</p> <p>2 Games units</p>
Food For Life	Growing own produce
No Outsiders here	Session 5
Celebration days	Golden time - decision making
Cultural capital	St George's day May Day celebrations Y1 sharing interests to the class
PSHE	PATHS 2 weekly sessions JIGSAW RELATIONSHIPS 6 sessions
ICT fortnightly	Programming - beebots
Music fortnightly	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes CHILDREN'S SONGS FROM THAT ERA</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music CLASSICAL MUSIC FROM THAT ERA</p>

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	YR CINEMA EXPERIENCE, A MUSICAL PARENT VISITOR MUSIC PERFORMANCE
Science	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons.</p> <p>Y1 Weather Summer</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Y2 Living things and their habitats/animals including humans</p> <p>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.</p>
History/Geography	Significant historical events, people and places in their own locality
DT/Art	<p>Year 1 - Painting - use progression of skills document for more detailed objectives</p> <p>Year 2 - Painting - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - 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.

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<p>SUMMER 2ND</p>	<p style="text-align: center;">   </p>
<p>R.E.</p>	<p>Y1 What makes some places sacred? Muslim mosque VISIT Plus Hindu mini focus Y2 How should we care for others and the world and why does it matter? Muslim Plus Buddhist mini focus</p>
<p>P.E.</p>	<p>*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 *Infant Agility *Key stage competition - Sports Day *Change 4 Life (Fit/Healthy/Fri/comps)</p>
<p>Celebration Days</p>	<p>Eid</p>
<p>Cultural capital</p>	<p>Golden time - decision making Y1 sharing interests to the class</p>
<p>Food For Life</p>	<p>Making own produce to sell</p>
<p>No Outsiders here</p>	<p>Session 6</p>
<p>Protective Behaviours</p>	<p>4 sessions</p>
<p>PSHE</p>	<p>PATHS 2 weekly sessions JIGSAW CHANGING ME 6 sessions</p>
<p>ICT fortnightly</p>	<p>Digital Literacy</p>
<p>Music fortnightly</p>	<p>Play tuned and untuned instruments musically CHIMKE BARS RECORDERS PARENT VISITOR MUSIC PERFORMANCE Experiment with, create, select and combine sounds using the inter-related dimensions of music. RHYTHM TIMBRE TEXTURE</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative test *Finding things out using secondary sources*Observe changes across the four seasons. Year 1 - Plants</p>

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	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Year 2- Plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats. Observe and describe how seeds and bulbs grow into mature plants</p>
<p>Geography</p>	<p>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 Devise a simple map and use and construct basic symbols in a key</p>
<p>DT/Art</p>	<p>Year 1 - Moving Pictures - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - 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 - 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 - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Year 2 - Perfect Pizzas - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. - 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 - select from and use a range of tools and equipment to perform practical tasks -evaluate their ideas and products against design criteria