

Curriculum Plans for Year 1/2 - Cycle B

Updated Autumn 2023



Curriculum Intent Statement

The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children's moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.

Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.

The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.

The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.

Our curriculum is planned in a two-year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.

Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

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	AUTUMN	SPRING	SUMMER
<p>Following on from EYFS In Year 1 (and in Y2 as appropriate) we also use Read, Write Inc. phonics and from Year 2 we use the Read Write Inc. spelling programme.</p> <p>From this we also plan from a variety of high-quality resources such as CLPE and Literacy Shed so that plans and resources cover all aspects of English, including SPaG, within the context of a wide range of fiction, non-fiction and poetry genres, such as traditional tales, recounts and performance poem.</p> <p>In addition to this we use Accelerated Reader to enhance our reading curriculum, and the grammar and spelling area of the Sumdog online learning platform. We also ensure that a high quality story/poem is shared with the children daily. We use book lists such as Pie Corbett's Book Spine for Stories and Poetry to ensure quality and progression.</p> <p>We teach different genres across the year so that children have a broad breadth of inspiration for writing. We use Knowledge organisers to help us ensure that we have good coverage. The knowledge organisers can be found on our shared drive and should be used as a basis for all planning.</p> <p>NB All planning should be used alongside English progression and assessment grids.</p>			
English	<p>Genres to be covered this term (3 per half term):</p> <p>Letter / Postcard</p> <p>Labels, lists and captions</p> <p>Stories with predictable and patterned language</p> <p>Poems on a theme</p> <p>Traditional fairy tales</p> <p>Instructions</p>	<p>Genres to be covered this term (3 per half term)::</p> <p>Information texts</p> <p>Non Chronological Report</p> <p>Stories with familiar settings</p> <p>Different stories by the same author</p> <p>Diary</p> <p>Recount</p>	<p>Genres to be covered this term:</p> <p>Newspaper reports</p> <p>Stories about fantasy worlds</p> <p>Traditional stories</p> <p>Different stories by the same author</p> <p>Poetry</p> <p>Stories from a range of cultures</p>
	<p>Grammar/ Punctuation focus (for more detail please refer to Grammar and Punctuation progression grid and RWI planning):</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words. 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 3. Begin to use 'and' or 'but' or 'or' to join sentences. 4. Use capital letters for proper names. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Learn how to use sentences with different forms: statement, question, exclamation, command. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 4 Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns. 5. Use commas in lists 6. Use apostrophes for contractions <p>Spelling focus:</p>	<p>Grammar focus/ Punctuation focus (for more detail please refer to Grammar and Punctuation progression grid and RWI planning) :</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Use capital letters for the names of people, places, the days of the week and the personal pronoun I 3. Begin to use 'and' or 'but' or 'or' to join sentences. 4. Demarcate sentences using capital letters, full stops, exclamation and question marks. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. Also use commas in lists. 2. Use expanded noun phrases to describe/ specify e.g adjectives to describe nouns. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 4. Use conjunctions (when, if, because, ...) to join subordinate clauses. 	<p>Grammar focus Punctuation focus (for more detail please refer to Grammar and Punctuation progression grid):</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Revise the grammar taught for Year 1, using both familiar and new punctuation correctly. 2. Join words and clauses using and, then, also. 3. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use the past tense correctly and consistently, including the progressive form and also including question marks, commas for lists). 2. Use some features of written Standard English. 3. Learn the grammar for Year 2. 4. Use sentences with different forms: statement, question, exclamation, etc. 5. Use subordination (using when, if, that, or because) and coordination (using or, and, or but). 6. Expand noun phrases to describe and specify

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	<p>Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2</p>	<p>5. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>6. Use apostrophes for contractions and possessive singular.</p> <p>7. Write sentences with different forms: statement, question, exclamation, command</p> <p>Spelling focus: Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2.</p>	<p>7. Consistently use punctuation correctly including question marks and commas for lists.</p> <p>Spelling focus: Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2</p>
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<p>Maths</p>	<p>We follow White Rose Maths as our main programme of study. Teachers also ensure that their practice is updated and effective through links with that we formed with The Great North Maths Hub and national focuses as they occur. We have been involved with the Maths Mastery training with the maths hub since 2019</p> <p>We also use CGP Maths to provide responsive and effective weekly homework and consolidation tasks that are directly linked to the current learning. In addition to this, we also are able to use the Sumdog online adaptive learning programme to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these sites, teachers can set work which is appropriate to individual learners as well as setting goals and challenges.</p> <p>Overviews and links of planning and resources for parents to understand the White Rose Maths scheme are provided on the school's maths curriculum webpage.</p>
	<p>Teachers plan their Geography medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke , making the most of our local geography and does not fit easily within a purchased scheme of work.</p> <p><u>Please use alongside Geography progression and assessment grids.</u></p>

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Geography

London

Marking London on a map.

Wow events / Trip ideas: see History.

- Name, locate and identify characteristics of the four countries and capital cities of the UK.
- Name, locate and identify characteristics of the seas surrounding the United Kingdom.
- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.
- Ask simple geographical questions e.g. what is it like to live in this place?
- Use simple maps of the local area e.g. large scale print, pictorial etc.
- Make simple maps and plans e.g. pictorial place in a story.
- Understand how some places are linked to others e.g. roads, trains.

Key Questions/ I can statements:

I can point to the UK on a world map.

I can name the seas surrounding the UK

I know the names of the 4 capital cities in the UK

Amazing Animals

Comparing different animal groups and where they live.

Wow events / Trip ideas: See Science

- Name and locate the worlds 7 continents and 5 oceans.
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world (Africa/Antarctica compare) in relation to the equator and north and south poles.
- Describe seasonal weather changes.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Africa/Antarctica)

Key Questions/ I can statements:

I can name and locate the worlds 7 continents and 5 oceans.

I can describe the seasonal weather change for the UK.

I can describe 2 similarities and 2 differences between Whittingham and the contrasting area of choice.

Inventors (Craggside)

Looking at maps of Craggside and the areas surrounding, writing directions to navigate around Craggside.

Wow events/ Trip ideas: Craggside, Rothbury

Use locational language (e.g. near, far, left and right) to describe the location and features of routes.

Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key.

- Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use simple and observational skills to study the geography of the school and its grounds (compare to Craggside and its grounds).

Key Questions/ I can statements:

I am able to use simple compass directions.

I can describe the features of a route on a map.

I can make a map (with key) from an aerial photo or plan perspective.

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Teachers plan their History medium term plans from a variety of sources to take account of the objectives and key questions we want the children to answer, using the great history of our local area and beyond. Please use this document alongside History progression and assessment grids.

History

Term:	EYFS:	KS1:	LKS2:	UKS2:			
THE GREAT FIRE OF LONDON							
Autumn 1:	Why and where did it start?	How did the fire spread so quickly?	Was the Great Fire of London a blessing?	What impact did the Great Fire of London have?			
SIGNIFICANT OTHERS							
Spring 1:	George Stephenson: Who was George Stephenson?	Florence Nightingale: What was it like working in hospitals during a time of war? Why Florence Nightingale was called The Lady of the Lamp?	Ancient Egypt. Who were the Ancient Egyptians?	Greeks: Can we believe a myth/legend?			
HOW WE USED TO LIVE							
Summer 1:	Seaside Holidays:	Toys/Houses: How can I decide if a toy is from the past or a modern toy? What are some of the differences between the past and my toys?	The Romans: What did The Romans ever do for me?	The Mayans: Why have great civilisations fallen?			
Substantive knowledge: What the pupils will know		Flo Night: The lives of significant individuals who have contributed to national and international achievements.	Toys: Changes within living memory.	Egyptians: The achievements of earliest civilisations.	Romans: The Roman empire and its impact on Britain.	Greeks: A study of Greek life and achievements on the western world	Mayans: A non-European society that provides contrasts with British history
Disciplinary knowledge: Thinking skills the pupils will use to understand what they know.	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate Summarise	Summarise Synthesise Explain Demonstrate Understanding Empathise	Reach Informed Conclusions Make reasoned Judgements Justify Apply Evaluate Critique Hypothesise			

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Science

Teachers plan their Science medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not necessarily fit easily within a purchased scheme of work. However, following Science being a priority on the SDP 2021-22 we now supplement our planning with PLAN Primary Science. Please use alongside Science progression and assessment grids.

Science Ongoing Objectives

- Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)
 - ☐ Use simple equipment to observe closely (Year 1 focus)
 - ☐ Perform simple tests (Year 1 focus)
 - ☐ Identify and classify (Year 1 focus)
 - ☐ Use his/her observations and ideas to suggest answers to questions (Year 1 focus)
 - ☐ Gather and record data to help in answering questions (Year 1 focus)
- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)
 - ☐ Use simple equipment to observe closely including changes over time (Year 2 focus)
 - ☐ Perform simple comparative tests (Year 2 focus)
 - ☐ Identify, group and classify (Year 2 focus)
 - ☐ Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)
 - ☐ Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)

Weather and Working Scientifically

Looking at the weather in London and the UK, how did the weather help the Great Fire to spread?

Trip ideas: see History

- Ask simple questions and recognise that they can be answered in different ways
 - ☐ Use simple equipment to observe closely
 - ☐ Perform simple tests
- Gather and record data to help in answering questions (such as making a rain gauge and recording the daily rainfall)
- Observe changes across the four seasons
 - ☐ Observe and describe weather associated with the seasons and how day length varies
 - ☐ Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns

Living things and their habitats.

Trip ideas: Kirkley Hall Zoo/ Northumberland Zoo

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 - ☐ Identify and name a variety of common animals that are carnivores, herbivores and omnivores
 - ☐ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
 - ☐ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 - ☐ Understand that animals, including humans, have offspring which grow into adults
 - ☐ Describe the basic needs of animals, including humans, for survival (water, food and air)

Plants and seasonal changes

Looking at the different trees and plants in our local area (Craggside)

Trip ideas: Craggside and Alnwick Gardens

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
 - ☐ Identify and describe the basic structure of a variety of common flowering plants, including trees
- Observe and describe how seeds and bulbs grow into mature plants
 - ☐ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Key Questions:

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	<p>Key Questions:</p> <p>How does the weather affect us?</p> <p>What are the changes across the 4 seasons in the UK? (explaining weather patterns and length of day variation)</p> <p>What does a rain gauge help us to do?</p>	<ul style="list-style-type: none"> □ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Explore and compare the differences between things that are living, dead, and things that have never been alive □ 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 □ Identify and name a variety of plants and animals in their habitats, including micro-habitats □ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Key Questions:</p> <p>What animals are carnivores, herbivores and omnivores? How are they different?</p> <p>What is a food chain?</p> <p>How do the structures of different animals compare?</p> <p>What is a habitat and how might they vary?</p>	<p>How do the plants differ at Craggside (rock garden versus formal garden) and how/ why does this happen?</p> <p>What are the conditions needed for plants to grow (also how might this change depending on the type of plant ie alpine plants, shade loving plants etc)?</p> <p>That plants change during the different seasons and that some plants only grow in certain seasons. Explaining reasons for this.</p>
<p>RE</p>	<p>We use the Northumberland County Council Agreed Syllabus with Understanding Christianity. The units are taught on a two-year rolling cycle to ensure a broad coverage. The units taught are shown below.</p>		

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	F4: Being special: where do we belong?	F2: Why is Christmas special for Christians? (UC: Incarnation)	F1: Why is the word 'God' so important to us? (UC: God)	F3: Why is Easter special to Christians? (UC: salvation)	F6: what times/stories are special and why?	F5: What places are special and why?
KS1 (A)	1.2: Who do Christians say made the world? (UC: creation)	1.3: Why does Christmas matter to Christians? (UC: Incarnation)	1.6: Who is Muslim and how do they live? (Part one)	1.7: Who is Jewish and how do they live? (Part one)	1.4: what is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	1.8: What makes some places sacred to believers?
KS1 (B)	1.1: What do Christians believe God is like? (UC: God)	1.7: Who is Jewish and how do they live? (Part two)	1.10: What does it mean to belong to a faith community?	1.5: Why does Easter matter to Christians? (UC: Salvation)	1.6: Who is Muslim and how do they live? (Part two)	1.9: How should we care for the world and for others and why does it matter?
LKS2 (A)	L2.1: What do Christians learn from the creation story? (UC: Creation/fall)	L2.3: What is the 'Trinity' and why is it important for Christians? (UC: Incarnation/God)	L2.9: How do festivals and worship show what matters to Muslim people?	L2.10: How do festivals and worship show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians: UC: Gospel)	L2.11: How and why do people mark the significant events of life?
LKS2 (B)	L2.2: What is it like for someone to follow god? (Christians: UC: People of God)	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? (UC: Salvation)	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? (UC: K of G)	L2.12: How and why do people try to make the world a better place?
UKS2 (A)	U2.2: Creation and Science: Conflicting or complementary? (Christians: UC: Creation/fall)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: Incarnation)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: 'What would Jesus do?' (UC: Gospel)	U2.12: Who does faith help when life gets hard?
UKS2 (B)	U2.1: What does it mean if Christians believe God is Holy? (UC: God)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindu's want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)	U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of god)	U2.10: What matters most to Humanists and Christians?


KEY:  Christian Units – (using Understanding Christianity units)

 Hindu units

 Muslim Units

 Jewish Units

 Multi-faith comparative Units

 Non- religious Worldviews Units

E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour including on School 360. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

The computing curriculum we use NCCE planning for our Computing Curriculum – Please see separate plans

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E - Safety	We also link our E Safety to the PSHE/ RHSE which is planned from the PSHE Association updated curriculum		
	<p><u>Going Places Safely</u> (SMART rules)</p> <p>Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p>Key questions:</p> <p>Why is it important to stay safe online?</p> <p>What rules can you follow to stay safe?</p>	<p><u>Keep It Private</u></p> <p>Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. (see below)</p> <p>Office of the eSafety Commissioner - Zippep's Astro Circus (Online game)</p> <p>Childnet - Smartie the Penguin (Interactive resource)</p> <p>Childnet - Digiduck e-book (Interactive resource)</p> <p>Netsmartz - Router's Birthday Surprise (Interactive resource)</p> <p>Netsmartz - Clicky's Online Safety Rap (Video)</p> <p>Netsmartz - Way 2 Go (Video)</p> <p>Netsmartz - Delivery for webster (e-book)</p> <p>Key questions:</p> <p>Why is it important to keep your information (password) safe?</p> <p>What do you if you think someone else knows your password?</p>	<p><u>Sending Email</u></p> <p>Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.</p> <p>Key questions:</p> <p>How is email useful?</p> <p>What do we need to do to keep ourselves safe using email?</p>
	<p><u>Designing Bread Packaging</u></p> <ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for themselves and other users based on design criteria. ● Evaluate their ideas and products against 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ● Explore and evaluate a range of existing products. ● Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. <p>Key Questions:</p>	<p><u>Animal Puppets (textiles)</u></p> <ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for themselves and other users based on design criteria. ● Evaluate their ideas and products against 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ● Explore and evaluate a range of existing products. ● Select from and use a range of tools and equipment to perform practical tasks. <p>Key Questions:</p>	<p><u>Designing a machine to move water uphill (simple pulley system) or build a bridge which can hold a weight (free standing structure)</u></p> <p>Design buckets to carry water as well as designing a pulley system to carry the buckets. (Inspired by Archimedes screw at Cragside or bridges which open to allow boats up stream)</p> <ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for themselves and other users based on design criteria. ● Evaluate their ideas and products against 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

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F o r e s t S C H O O L S and D&T	<p>What are the best features of shop bought bread? How can I replicate (copy) these? What improvements can be made?</p>	<p>What are the best materials to create an animal puppet? How can I join these together to make my product? What improvements can be made? Is my product fit for purpose?</p>	<ul style="list-style-type: none"> Explore and evaluate a range of existing products. <p>Key Questions: Is the pulley system the best way to carry water? Is my idea going to work - How can I improve it?</p>
	<p><u>Cooking and Nutrition</u></p> <p>Making a New Healthy Bread</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. Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange, knead, prove, and rise). <p>Key Questions: Why is a varied and healthy diet important? Why is important to try and source locally produced goods?</p>	<p><u>Cooking and Nutrition</u></p> <p>What food do we get from animals?</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. Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). <p>Key Question: Why are our local farms so important? Why is it important to learn how to cook?</p>	<p><u>Cooking and Nutrition</u></p> <p>Considering where food comes from and the differences from food around the world.</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. Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). <p>Why is important to try and source locally produced goods? Why is it important to learn how to cook?</p>

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Art & Design	<p><u>Great Fire of London</u></p> <p>Looking at paintings and sketches of the great fire of London, looking at how to draw different components before drawing the whole picture. Fire collages/ sillouettes.</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key Questions: Which artists painted the Great Fire of London? How did they make the fire look so realistic? What materials make an effective collage?</p>	<p><u>Animal patterns and camouflage/Animal Silhouettes</u></p> <p>Looking at different animal patterns. Looking at animal silhouettes against different backgrounds.</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make animal pattern materials. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Key Questions: What is a silhouette? What techniques and materials can you use to create an animal pattern? What works best? How can you improve your work?</p>	<p><u>Georgia O'Keeffe - Flower art</u></p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key Questions: Who was Georgia O Keefe? When was she born and where did she live? What 2 main things did she like to paint? What is unique about her flower pictures?</p>
Music	<p><u>Pop</u> Happy - Pharrell Williams Harvest Festival</p> <p><u>Traditional Carols and Hymns</u> Nativity Performance</p>	<p><u>Rap</u></p> <p><u>African Drumming</u></p>	<p><u>Swing</u></p> <p><u>Gospel</u></p>
PE	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).</p> <p>Multiskills - See Multiskills planning file and also reference www.sasp.co.uk https://www.facebook.com/NorthumberlandSchoolGames/ (7 weeks to include a mini tournament for the final week)</p> <p>Skills learnt:</p>	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks)</p> <p>Multiskills - See Multiskills planning file and also reference www.sasp.co.uk (7 weeks)</p> <p>Skills learnt: Basic movements and social awareness.</p>	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends (32 weeks).</p> <p>Cricket -Chance to Shine programme (7 weeks with mini festival for last lesson). https://www.chancetoshine.org/teaching-resources .</p> <p>Skills learnt:</p>

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<p>Basic movements and social awareness. Movement with a ball. Sending skills - throwing, aiming and striking. Receiving skills - catching. Sending and receiving (controlling).</p> <p>Games - Little Kickers (football) -see Yellow Football planning file (7 weeks to include a mini competition for the final week) Also in PE resources file on staff share. The aim of all games sessions will be to improve children's skills of sending, receiving and travelling with the ball and to understand common skilled principles of invasion games including attack and defence. Children will play small-sided games and simplified versions of football. (Y2). The Y1 children may need to spend more time developing their multiskills. Skills learnt: Familiarisation with the ball. Dribbling. Short and long passing. Shooting and goal-keeping</p> <p>Dance - see Dance planning file and also reference www.sasp.co.uk (7 weeks) Wherever possible, the children will broaden their understanding of their own (modern and traditional) and different cultures through dance. Skills learnt: Be able to talk about stimuli as the starting point for creating dance</p> <p>Explore ideas, moods and feelings by experimenting with actions, dynamics,</p> <p>Understanding the importance of moving quickly and being still. Showing an understanding of mood and describe how a dance makes them feel.</p> <p>Gymnastics - (7 weeks) see Val Sabin Teaching Manual for Gymnastics also www.sasp.co.uk We use coaching provision very carefully and only when we know that it will enhance staff CPD and children's skills. Skills learnt:</p>	<p>Movement with a ball. Sending skills - throwing, aiming and striking. Receiving skills - catching. Sending and receiving (controlling).</p> <p>Gymnastics - (7 weeks to include a mini individual competition for the final week) see Val Sabin Teaching Manual for Gymnastics also www.sasp.co.uk Skills learnt: Time. Space. Weight. Flow. Balance/Weight bearing. Sequences.</p> <p>Games - Little Taggers (Tag Rugby) -see most up to date planning from ,Newcastle Falcons/ Thunder schools' coach. (7 weeks to include a mini competition for the final week) The aim of all games sessions will be to improve children's skills of sending, receiving and travelling with the ball and to understand common skilled principles of invasion games including attack and defence. Children will play small-sided games and learn skills for Tag Rugby.</p> <p>Swim England Learn to Swim Programme at Willowburn Leisure Centre (7 weeks) To make sure our children can swim to the standard required by the national curriculum, we follow the Swim England School Swimming and Water Safety Charter - completing all eight Awards enabling the children to be competent and confident in all water environments, and proficient in all the swimming strokes.</p> <p>This will ensure they can swim the minimum required 25 metres (by the time they would normally leave primary school at age 11).</p>	<p>Not just cricket - Students will bat, bowl, throw, catch, run and jump, but through the Chance to Shine's partnership with Marylebone Cricket Club and the MCC Spirit of Cricket message, they'll also learn key life skills such as teamwork, communication, respect and inclusion.</p> <p>A tool to teach the National Curriculum; NOT extra work! - Developed in partnership with the Youth Sport Trust, every 'Play' session plan focuses on fundamental movement skills, while 'Learn' activities use cricket to enliven and help teach core curriculum subjects.</p> <p>Athletics/ Quadkids (7weeks) - See planning files www.sasp.co.uk https://www.yourschoolgames.com/taking-part/our-sports/athletics/</p> <p>Skills learnt:</p> <p>Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common type of athletics competition is track and field, but also includes road running and cross-country events.</p> <p>Swim England Learn to Swim Programme at Willowburn Leisure Centre (12 weeks, to include a swimming festival for the last week).</p> <p>If the children do not continue to swim for the whole term they will be taught:</p> <p>Tennis (6 weeks) https://www.tennisfoundation.org.uk/wp-content/uploads/2016/03/Primary-School-Handbook.pdf Skills learnt: Jogging, changing direction, side stepping, jumping, bounce-catch, racket skills and rallying.</p>
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	Time. Space. Weight. Flow. Balance/Weight bearing. Sequences		
<p>There are 3 Core Themes in the new 'HERE' aspects of PSHE</p> <p>CORE THEME 1: Health and Wellbeing – Healthy Lifestyles (physical wellbeing)</p> <p>Also link to Thrive (BA and TM Thrive Practitioners)</p> <p>Link to Science E Safety,,DT and PE</p> <p>This plan has content to be covered over 2 years</p>	<p>From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools.</p> <p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>KS1 Learning opportunities in Health and Wellbeing – Pupils learn...</p> <p><u>Healthy Lifestyles (Physical Health and Wellbeing) –Being Healthy –</u></p> <p>www.change4life.co.uk</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p><u>Mental health –Feelings – Zones of Regulation</u></p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><u>Ourselves, growing and changing – I am Amazing!</u></p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p><u>Keeping Safe –Danger ZONE!</u></p>	<p><u>Healthy Lifestyles (Physical Health and Wellbeing)</u></p> <p><u>Our Wonderful NHS – Doctors and Dentists</u></p> <p>https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm_source=subscriber_phe&utm_medium=email&utm_campaign=march_edcoms&utm_content=downloadcta1</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><u>Mental health –Our Feelings –</u> (Self-regulation strategies ie self-soothing, mindfulness, yoga)</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings.</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><u>Ourselves, growing and changing – Actions for Happiness</u></p>	<p><u>Mental Health –Reflection and Resilience</u></p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p><u>Ourselves, growing and changing –Our Bodies</u></p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p><u>Ourselves, growing and changing –Moving On</u></p> <p>H27. about preparing to move to a new class/year group</p> <p><u>Keeping Safe – People Who Help Us</u></p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe (Community Police, RNLI etc)</p> <p><u>Keeping Safe –First Aid comes first! (St John's Ambulance resources/ mini medics)</u></p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><u>Drugs, alcohol and tobacco – TITLE?????</u></p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>Key questions: What can I do to help me manage change effectively?</p>

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	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>Key questions:</p> <p>What does being healthy mean to me?</p> <p>Why do I need to be active every day?</p> <p>What are the different feelings I may have? How do I recognise them?</p> <p>What am I good at?</p> <p>What can I do to be safe at home?</p> <p>Why do I need to be careful with medicines?</p>	<p>H24. how to manage when finding things difficult</p> <p><u>Keeping Safe -E Safety</u></p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Key questions:</p> <p>Why is it important to go to the dentist?</p> <p>How can I look after my teeth?</p> <p>How can I look after my body and be healthy?</p> <p>What can I do to help me manage my feelings?</p> <p>What helps me relax or become calm?</p> <p>Why is it important to follow rules when online?</p>	<p>What are the correct names for my body parts?</p>
<p>CORE THEME 2: Relationships</p>	<p><u>KS 1 Learning Opportunities in Relationships Pupils learn:</u></p> <p><u>Managing hurtful behaviour and bullying - Beat the Bully</u></p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p><u>Managing hurtful behaviour and bullying</u></p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><u>Safe Relationships - PANTS! (NSPCC)</u></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Key Questions:</p> <p>What do I do if someone is bullying me?</p> <p>Why is it important that I keep my body safe and what do I do if someone makes me feel unsafe?</p>	<p><u>Families and close positive relationships -Who is Special to Me? +We are all Special</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p><u>Friendships - Fabulous Friends!</u></p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p><u>Safe Relationships - cover in E Safety topic</u></p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><u>Respecting self and others - Actions Speak Louder than Words</u></p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>Key Questions:</p>	<p><u>Families and close positive relationships - 7 themes over 2 years</u></p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried NSPCC resources / PANTS</p> <p><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p><u>Safe Relationships</u></p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><u>Respecting self and others - It's Good to Talk (and Listen...)</u></p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>Key Questions:</p>

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		<p>Who is special to me?</p> <p>How might families be different and how might they be familiar?</p> <p>How do I stay safe online?</p> <p>What does being respectful mean to me?</p>	<p>How do I forgive and why is forgiveness important?</p> <p>Why is it important that I keep my body safe and what do I do if someone makes me feel unsafe?</p>
<p>CORE THEME 3:</p> <p>Living in the Wider World</p>	<p><u>KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:</u></p> <p><u>Shared responsibilities - Class Charter</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><u>Economic wellbeing: Money - All I want for Christmas...!</u></p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend more</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>Key Questions:</p> <p>Why do we have rules?</p> <p>What does money do for us?</p>	<p><u>Shared responsibilities - School Pets</u></p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p><u>Media literacy and digital resilience - Link to E Safety Topic</u></p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p><u>Economic wellbeing: Aspirations work and career - bring your 'parent' to school week (different jobs)</u></p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>Key Questions:</p> <p>How do I use the internet safely and what do I do if I feel unsafe?</p> <p>Why are jobs important?</p>	<p><u>Shared responsibilities - Planet Earth</u></p> <p>L3. about things they can do to help look after their environment</p> <p><u>Communities - Wonderful Whittingham and the world beyond it!</u></p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p><u>Economic wellbeing: Money - Beat the Banker!</u></p> <p>L13. that money needs to be looked after; different ways of doing this (Natwest Money Sense resources)</p> <p>Key Questions:</p> <p>What can I do in school to help the whole environment (link to Eco Schools work)?</p> <p>What can I do to help others?</p> <p>How do I look after money?</p>

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