



Hillside SRB Curriculum Map 2023

	Term 1A	Term 1B	Term 2A	Term 2B
English/Literacy HA	Fiction Michael Morpurgo Novel linked to history topic War Horse- Paperback & audible.	Poetry Benjamin Zephaniah LKS2 Poems linked to space?	Non-Fiction Brainwaves Non-Fiction books with Q&A	Play Great Fire of London? Role Play, etc...

Spoken Language- Years 1-6 Statutory Requirements

Pupils should be taught to:

- ♣ listen and respond appropriately to adults and their peers
- ♣ ask relevant questions to extend their understanding and knowledge
- ♣ use relevant strategies to build their vocabulary
- ♣ articulate and justify answers, arguments and opinions
- ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ♣ speak audibly and fluently with an increasing command of Standard English
- ♣ participate in discussions, presentations, performances, role play, improvisations and debates
- ♣ gain, maintain and monitor the interest of the listener(s)
- ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ♣ select and use appropriate registers for effective communication.

Year 3

Reading-Word Reading

Pupils should be taught to:

- ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Pupils should be taught to:

- ♣ develop positive attitudes to reading and understanding of what they read by:
- ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ♣ reading books that are structured in different ways and reading for a range of purposes



- ♣ using dictionaries to check the meaning of words that they have read
- ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ♣ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ♣ discussing words and phrases that capture the reader's interest and imagination
- ♣ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ♣ understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ♣ asking questions to improve their understanding of a text
- ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ♣ predicting what might happen from details stated and implied
- ♣ identifying main ideas drawn from more than one paragraph and summarising these
- ♣ identifying how language, structure, and presentation contribute to meaning
- ♣ retrieve and record information from non-fiction
- ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing- Transcription

Spelling (see English Appendix 1) Pupils should be taught to:

- ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ♣ spell further homophones
- ♣ spell words that are often misspelt (English Appendix 1)

Handwriting

Pupils should be taught to:

Handwriting Pupils should be taught to:

- ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing Composition

Pupils should be taught to:

- ♣ plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ♣ discussing and recording ideas
- ♣ draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- ♣ organising paragraphs around a theme
- ♣ in narratives, creating settings, characters and plot
- ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]



- ♣ evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ♣ proof-read for spelling and punctuation errors
- ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing, Vocabulary, Grammar & Punctuation

Pupils should be taught to:

- ♣ develop their understanding of the concepts set out in English Appendix 2 by:
- ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ♣ using the present perfect form of verbs in contrast to the past tense
- ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ♣ using conjunctions, adverbs and prepositions to express time and cause
- ♣ using fronted adverbials
- ♣ learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- ♣ using commas after fronted adverbials
- ♣ indicating possession by using the possessive apostrophe with plural nouns
- ♣ using and punctuating direct speech
- ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

English/Literacy LA	Fiction War Horse- Picture Book & audible	Poetry <u>Roger Mc Gough</u>	Non-Fiction Books linked to topics in Foundation subjects	Play Plays based on Nursery Stories – E.g The Three Little Pigs
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Year 1

Reading- Word Reading

Pupils should be taught to:

- ♣ apply phonic knowledge and skills as the route to decode words
- ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ♣ read other words of more than one syllable that contain taught GPCs
- ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ♣ re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension



Pupils should be taught to:

- ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by:
- ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ♣ being encouraged to link what they read or hear read to their own experiences
- ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ♣ recognising and joining in with predictable phrases
- ♣ learning to appreciate rhymes and poems, and to recite some by heart
- ♣ discussing word meanings, linking new meanings to those already known
- ♣ understand both the books they can already read accurately and fluently and those they listen to by:
- ♣ drawing on what they already know or on background information and vocabulary provided by the teacher
- ♣ checking that the text makes sense to them as they read and correcting inaccurate reading
- ♣ discussing the significance of the title and events
- ♣ making inferences on the basis of what is being said and done
- ♣ predicting what might happen on the basis of what has been read so far
- ♣ participate in discussion about what is read to them, taking turns and listening to what others say
- ♣ explain clearly their understanding of what is read to them.

Spelling

Spelling (see English Appendix 1) Pupils should be taught to spell:

- ♣ words containing each of the 40+ phonemes already taught
- ♣ common exception words
- ♣ the days of the week English – key stages 1 and 2 13 Statutory requirements
- ♣ name the letters of the alphabet:
- ♣ naming the letters of the alphabet in order
- ♣ using letter names to distinguish between alternative spellings of the same sound
- ♣ add prefixes and suffixes:
- ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ♣ using the prefix un–
- ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ♣ apply simple spelling rules and guidance, as listed in English Appendix 1
- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- ♣ sit correctly at a table, holding a pencil comfortably and correctly
- ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place



- ♣ form capital letters
- ♣ form digits 0-9
- ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Mathematics/Numeracy HA- Based on Year 3 NC	Place Value Properties of Shape 3 weeks each	Addition & Subtraction Measurement	Multiplication & Division Geometry	Fractions Statistics
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KS2- Years 3 & 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 3

Number & Place Value

Pupils should be taught to:

- ♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- ♣ compare and order numbers up to 1000
- ♣ identify, represent and estimate numbers using different representations
- ♣ read and write numbers up to 1000 in numerals and in words
- ♣ solve number problems and practical problems involving these ideas.

Number- Addition & Subtraction

Pupils should be taught to:

- ♣ add and subtract numbers mentally, including:
 - ♣ a three-digit number and ones
 - ♣ a three-digit number and tens
 - ♣ a three-digit number and hundreds
- ♣ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- ♣ estimate the answer to a calculation and use inverse operations to check answers
- ♣ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number- Multiplication & Division

Pupils should be taught to:



- ♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- ♣ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- ♣ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number- Fractions

Pupils should be taught to:

- ♣ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators
- ♣ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- ♣ recognise and show, using diagrams, equivalent fractions with small denominators
- ♣ add and subtract fractions with the same denominator within one whole [for example, $7\frac{5}{10} + 7\frac{1}{10} = 7\frac{6}{10}$]
- ♣ compare and order unit fractions, and fractions with the same denominators
- ♣ solve problems that involve all of the above.

Measurement

Pupils should be taught to:

- ♣ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- ♣ measure the perimeter of simple 2-D shapes
- ♣ add and subtract amounts of money to give change, using both £ and p in practical contexts
- ♣ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- ♣ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- ♣ know the number of seconds in a minute and the number of days in each month, year and leap year
- ♣ compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry- Properties of Shape

Pupils should be taught to:

- ♣ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- ♣ recognise angles as a property of shape or a description of a turn
- ♣ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- ♣ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Pupils should be taught to:

- ♣ interpret and present data using bar charts, pictograms and tables



♣ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Mathematics/Numeracy
LA-Based on Year 1 NC

Place Value
Properties of Shape
3 weeks each

Addition & Subtraction
Measurement

Multiplication & Division
Geometry

Fractions
Statistics

Year 1 Statutory Requirements

Number & Place Value

Pupils should be taught to:

- ♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- ♣ compare and order numbers up to 1000
- ♣ identify, represent and estimate numbers using different representations
- ♣ read and write numbers up to 1000 in numerals and in words
- ♣ solve number problems and practical problems involving these ideas.

Number- Addition & Subtraction

Pupils should be taught to:

- ♣ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- ♣ represent and use number bonds and related subtraction facts within 20
- ♣ add and subtract one-digit and two-digit numbers to 20, including zero
- ♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number-Multiplication & Division

Pupils should be taught to:

- ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number-Fractions

Pupils should be taught to:

- ♣ recognise, find and name a half as one of two equal parts of an object, shape or quantity
- ♣ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Pupils should be taught to:

- ♣ compare, describe and solve practical problems for:
 - ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - ♣ mass/weight [for example, heavy/light, heavier than, lighter than]
 - ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - ♣ time [for example, quicker, slower, earlier, later]



- ♣ measure and begin to record the following:
- ♣ lengths and heights
- ♣ mass/weight
- ♣ capacity and volume
- ♣ time (hours, minutes, seconds)
- ♣ recognise and know the value of different denominations of coins and notes
- ♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ♣ recognise and use language relating to dates, including days of the week, weeks, months and years
- ♣ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry- Properties of Shape

Pupils should be taught to:

- ♣ recognise and name common 2-D and 3-D shapes, including:
- ♣ 2-D shapes [for example, rectangles (including squares), circles and triangles]
- ♣ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry-Position & Direction

Pupils should be taught to:

- ♣ describe position, direction and movement, including whole, half, quarter and three quarter turns.

Science Gardening & Topic	<u>Animals, including humans</u> <u>Biology</u>	<u>Forces & Magnets</u> <u>Physics</u>	<u>Plants</u> <u>Biology</u>	<u>Everyday Materials</u> <u>Chemistry</u> <u>Linked to Fire of London & Sculpture</u>
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Years 1 & 2 Statutory Requirements

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ asking simple questions and recognising that they can be answered in different ways
- ♣ observing closely, using simple equipment
- ♣ performing simple tests
- ♣ identifying and classifying
- ♣ using their observations and ideas to suggest answers to questions
- ♣ gathering and recording data to help in answering questions.

Year 1:

Plants

Pupils should be taught to:

- ♣ 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.



Animals, including humans

Pupils should be taught to:

- ♣ 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 Science – key stages 1 and 2 8 Statutory requirements
- ♣ 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.

Everyday Materials

Pupils should be taught to:

- ♣ distinguish between an object and the material from which it is made
- ♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- ♣ describe the simple physical properties of a variety of everyday materials
- ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

Pupils should be taught to:

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

Year 2:

Living Things and their Habitats

Pupils should be taught to:

- ♣ 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 microhabitats
- ♣ 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.

Plants

Pupils should be taught to:

- ♣ 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.

Animals, including humans

Pupils should be taught to:

- ♣ notice that animals, including humans, have offspring which grow into adults
- ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of Everyday Materials

Pupils should be taught to:



- ♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Years 3 & 4 Statutory Requirements

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ asking relevant questions and using different types of scientific enquiries to answer them
- ♣ setting up simple practical enquiries, comparative and fair tests
- ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ♣ identifying differences, similarities or changes related to simple scientific ideas and processes
- ♣ using straightforward scientific evidence to answer questions or to support their findings.

Year 3:

Plants

Pupils should be taught to:

- ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- ♣ investigate the way in which water is transported within plants
- ♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

Pupils should be taught to:

- ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

Pupils should be taught to:

- ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock
- ♣ recognise that soils are made from rocks and organic matter.

Light

Pupils should be taught to:

- ♣ recognise that they need light in order to see things and that dark is the absence of light



- ♣ notice that light is reflected from surfaces
- ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object
- ♣ find patterns in the way that the size of shadows change.

Forces & Magnets

Pupils should be taught to:

- ♣ compare how things move on different surfaces
- ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance
- ♣ observe how magnets attract or repel each other and attract some materials and not others
- ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- ♣ describe magnets as having two poles
- ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing Used for TM & MW	Online safety	Word processing skills	Online safety	Word processing skills
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Key stage 1 Pupils should be taught to:

- ♣ use logical reasoning to predict the behaviour of simple programs
- ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ♣ recognise common uses of information technology beyond school
- ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2 Pupils should be taught to:

- ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology Same recipe but vary difficulty and amount of adult input.	Food technology. Cooking, prepare & cook savoury and sweet dishes.	Evaluate and test ideas	Links to Science – changing materials / materials and properties	Links to sculpture – research and design
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Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable



citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- ♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ♣ critique, evaluate and test their ideas and products and the work of others
- ♣ understand and apply the principles of nutrition and learn how to cook.

Key stage 1

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

Design

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

Key stage 2

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

When designing and making, pupils should be taught to:

Design

- ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Make
- ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate



- ♣ investigate and analyse a range of existing products
- ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge
- ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ♣ apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

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

Pupils should be taught to:

Key stage 1

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

Key stage 2

- ♣ understand and apply the principles of a healthy and varied diet
- ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<p>Art & Design KS2/HA</p>	<p><u>Drawing</u> <u>KS2 Objective:</u> With purpose, make marks and lines using a range of dry media including computer software, charcoal, pencils and pastels. <u>KS2 Objective:</u> Use different sketching techniques, such as hatching, cross-hatching, stippling, blending and scribbling. <u>KS2 Objective:</u> Use different grades of pencil to apply tone to drawings.</p>	<p><u>Printmaking</u> <u>KS2 Objective:</u> Print using natural and humanly-constructed objects. <u>KS2 Objective:</u> Use printmaking techniques to print onto fabric. <u>KS2 Objective:</u> Use block printing to create repeated patterns. <u>KS2 Objective:</u> Effectively apply different printmaking methods, such as lino printing, relief printing, monoprinting and collagraph printing.</p>	<p><u>Painting</u> <u>KS2 Objective:</u> Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing. <u>KS2 Objective:</u> Mix colours to create tints, tones and shades. <u>KS2 Objective:</u> Use different techniques in their artwork, such as washing, blending, blocking colour and using thicker paint for texture. <u>KS2 Objective:</u></p>	<p><u>Sculpture</u> <u>KS2 Objective:</u> Show a good understanding of safety when handling sculpting tools. Use tools effectively to carve sculptures. <u>KS2 Objective:</u> Use pinch, slab and coil techniques when creating sculptures out of clay. <u>KS2 Objective:</u> Use malleable and rigid materials to create sculptures. <u>KS2 Objective:</u></p>
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Demonstrate an awareness of the direction of light in drawings through shading.

KS2 Objective:
Effectively blend colours using different materials, such as watercolours, oil pastels and colouring pencils.

KS2 Objective:
Produce detailed drawings from observations and photographs.
Demonstrate awareness of the direction of light in drawings through shading.

KS1 Objective:
Explore a variety of media for drawing such as pencils, pens, crayons, chalk, pastel, charcoal and ICT software.
Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending.

KS2 Objective:
Create prints with two overlays.
KS2 Objective:
Create prints with three overlays.

Choose colours carefully to create mood.
KS2 Objective:
Mix colours to show the direction of light in their artwork.
KS2 Objective:
Show purpose and control when mark making with different types of paint, such as acrylic and watercolour.

Plan and create sculptures using wire.
KS2 Objective:
Create sculptures from observation and imagination.
KS2 Objective:
Finish sculptures in different ways, such as glazing, polishing and painting.

Apply slip to neatly join different parts of a clay sculpture.

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history

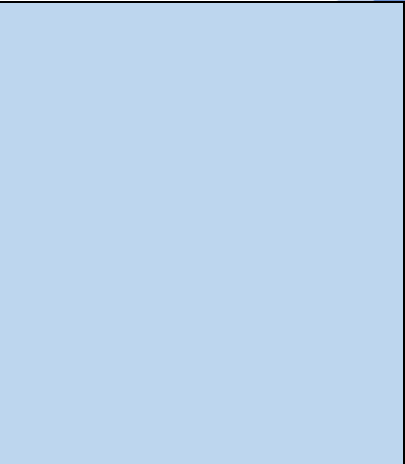
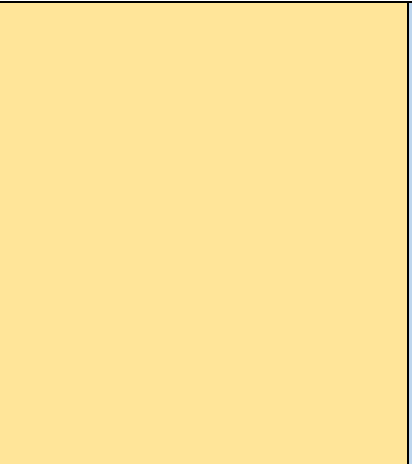
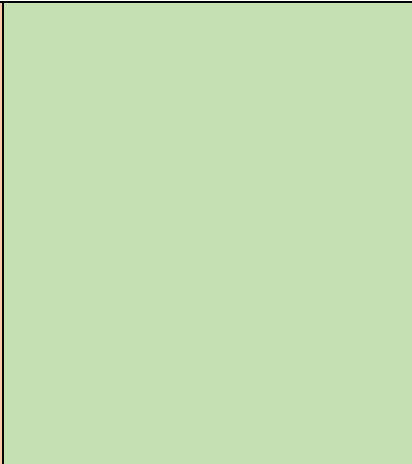
<p>Art & Design KS1/LA</p>	<p><u>Drawing</u> KS1 Objective: Explore a variety of media for drawing such as pencils, pens, crayons, chalk, pastel, charcoal and ICT software. KS1 Objective: Display good control while mark making. Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending. KS1 Objective: Use different grades of pencils to explore tone. Explore tone by using a pencil to draw light and dark lines. KS1 Objective: Explore a variety of media for drawing such as pencils, pens, crayons, chalk, pastel, charcoal and ICT software. Display good control while mark making. KS1 Objective: Explore a variety of media for drawing such as pencils, pens, crayons, chalk, pastel, charcoal and ICT software.</p>	<p><u>Texture, Line and Pattern</u> KS1 Objective: Identify and describe natural and humanly-constructed patterns. KS1 Objective: Explore a variety of textures and describe how they look and feel. KS1 Objective: Create repeated patterns when printmaking. KS1 Objective: Explore texture, pattern and line through relief printing. KS1 Objective: Show an understanding of how colours relate to mood in art. KS1 Objective: Explore line and tone to show shape, pattern and texture when using different media.</p>	<p><u>Painting</u> KS1 Objective: Name the primary colours Predict which secondary colour will be made when mixing two primary colours. KS1 Objective: Be able to make tints using white paint and tones using black paint. KS1 Objective: Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas. KS1 Objective: Mix colours well to create different shades and tones. KS1 Objective: Use a range of tools while painting, such as hands, brushes, rollers and stamps. KS1 Objective: Show control when mark making.</p>	<p><u>Sculpture</u> KS1 Objective: Show awareness of safety when using tools. Carve details into sculptures using tools. KS1 Objective: Create art using malleable materials, such as clay, modroc and modelling clay. KS1 Objective: Use malleable materials to create objects for a purpose, such as a vase. KS1 Objective: Create sculptures from observation. KS1 Objective: Use impressions or paint to add decoration to sculptures.</p>
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Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending.

KS1 Objective:
Explore a variety of media for drawing such as pencils, pens, crayons, chalk, pastel, charcoal and ICT software.

Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending.



Purpose of study

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Key stage 1 Pupils should be taught:

- ♣ 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.

PSHE
Wellbeing & PANTS training

Self awareness

Managing feelings and emotions

Self-care, safety and support

The world we live in

[PSHE foundation document](#)

For PSHE coverage we use the Teacher’s Pet resources and take guidance from the PSHE foundations Long term planning for pupils with SEND, KS1 and KS2



Geography

Topic

France

Mountains, Volcanos and Earthquakes

Climate Change

The United Kingdom

Key stage 1

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

Locational knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to:
- ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ 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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge

- ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge
- ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography



- ♣ describe and understand key aspects of:
- ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4 Geographical skills and fieldwork
- ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History Topic	<u>WW1</u> <u>Link to War Horse</u>	<u>Significant People</u> <u>Neil Armstrong</u>	<u>Romans-Burgh Castle</u> <u>Local environment</u> <u>Culture Capital</u>	<u>Great Fire of London</u>
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Purpose of study
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims
The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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