



Christleton Primary School

Connected Curriculum

Year 1

# Curriculum Design



**Look up**



**Look out**



**Look beyond**

*Be the best you can be*

# Curriculum Delivery



## Ignite

**Introduction** of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



## Explore

**Exploration** of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



## Reflect

**Reflection** on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

*Be the best you can be*

Year One	Autumn Term		Spring		Summer	
	First	Second	First	Second	First	Second
	Where My Feet Take Me		At the Zoo		Going on a Journey	
Enquiry Concepts	Friendship Belonging Resilience	Consent Responsibility Happiness	Strength Individuality Diversity	Common goals Loyalty Community	Freedom Belonging Love	Consequences Forgiveness Identity
Enquiry Question	What does it mean to have a friend? Who is in my family? What is loneliness?	What makes me happy? How do I forgive? What is freedom?	Why aren't we all the same? Can I be small and strong? What is bravery?	How do we work together to achieve? What is community? How can I help?	How can I care for the people around me? What am I afraid of? What is love?	How do I fit in? What is fairness? What is trust?
Main Texts used	Lost and Found	Nibbles	The Lion inside	The Curious Case of the Missing Mammoth	Toys in space	Goldilocks and just the one bear
Science	Plants, animals including humans and seasonal changes will be taught throughout the year - forest school and kitchen garden will support					
	Animals including humans Seasonal Changes		Everyday materials Seasonal Changes		Plants Seasonal Changes	
History	Changes within living memory. Changes in shopping		Lives of significant people and places in their own locality. George Mottershead and the development of the Zoo		Lives of significant people and places – Amelia Earhart	
Geography	The geography of our school grounds		The geography of the local area		Comparison of Christleton and a small area of non-European country.	
Computing	Understand that algorithms are a set of instructions		Begin to use simple searches on the internet		Use technology purposefully to create content and store it.	
D&T		Moving Pictures Create pictures using sliders, wheels and levers	Design and make a fruit salad.		Design, test, make rockets and boats Whose rocket can travel the furthest? Can you get your boat to float?	
Art	Self-portraits	Create own collage using colour, pattern, texture, line, shape, form and space. Link to artist (Kandinsky / Hunderwasser)	Use drawing, painting and sculpture Work of a range of artists.	Use of line, shape and colour	Van Gogh Starry Night Painting	
PE	Gymnastics Multi-skills – Focus on ball skills and point scoring games	Dance Multi-skills – focus on throwing and catching	Dance Multi-skills – bat and ball skills – aiming and striking	Gym Multi-skills – Developing partner work	Gym Multi-skills- Throwing and catching – aiming games	Multi-skills – group games and inventing rules for point scoring. Multi-skills – bat and ball skills – aiming and striking
RE	Christianity What does it mean to belong?	Christianity Why is Christmas celebrated by Christians?	Christianity What do we think about how the world was made and how should we look after it?	Free Choice - Hinduism What is respect? Link RE to No Outsiders project. Handling artefacts with respect/	Islam How and why are Allah and Muhammad Important to Muslims?	Islam How do Muslims express new beginnings?
Music	Term 1 –Title: Hey you! Unit Theme: How pulse, rhythm and pitch work together	Term 2 -Title: Rhythm in The Way We Walk and The Banana Rap Style: Reggae Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing	Term 3 - Title: In the Groove Unit Theme: How to be in the groove with different styles of music	Term 4 - Title: Round and Round Unit Theme: Pulse, rhythm and pitch in different styles of music.	Term 5 - Title: Your imagination Unit Theme: Using your imagination	Term 6 - Title: Reflect, rewind, replay Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
SRE	Keeping Clean		Growing and Changing		Families and Care	
PSHE (Heart Smart)	Don't forget to let love in	Too much selfie isn't healthy	Don't hold on to what's wrong	Fake is a mistake	No way through isn't true	
Kagan Strategies	Revise Rally Robin and Stand up, Hand up, Pair up.					
	To introduce and master Quiz, Quiz Trade and Timed Pair Share					
Learning Power	Managing Distractions (Resilience Muscle)	Empathy and Listening (Reciprocal Muscle)	Imagining (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Perseverance (Resilience Muscle)	Reasoning (Resourceful Muscle)
No Outsiders	Elmer	Ten Little Pirates	My Grandpa is Amazing	Max the Champion	My World, Your World	
British Values	Rule of Law	Mutual Respect	Democracy		Individual liberty	Tolerance of those of different faiths and beliefs
Residential	No residential trips planned for this year group					
Trips / visitors	Local environment walk					
Whole school events	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service	National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother's Day Good Friday Easter Service	Health week Walk to School Week Outdoor Classroom Day	Pride Month
Events	McMillan Coffee morning	Children in Need	Mental Well-being week		Race for Life Den Day	

Be the best you can be

## English

### Reading

#### Word reading

- ☐ 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

#### Comprehension

- 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 that they can already read accurately and fluently and those that 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.

## Writing

### Handwriting

- ☐ 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.

### Composition

- ☐ Write sentences by:
  - ☐ saying out loud what they are going to write about
  - ☐ composing a sentence orally before writing it
  - ☐ sequencing sentences to form short narratives
  - ☐ re-reading what they have written to check that it makes sense
  - ☐ discuss what they have written with the teacher or other pupils
  - ☐ read aloud their writing clearly enough to be heard by their peers and the teacher

### Transcription

- Spell:
  - ☐ words containing each of the 40+ phonemes already taught
  - ☐ common exception words
  - ☐ the days of the week
- 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.

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Regular plural noun suffixes <b>–s</b> or <b>–es</b> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>
<b>Terminology for pupils</b>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

### Common Exception Words

a	full	Is	our	so	we
are	go	love	pull	some	were
ask	has	me	push	the	where
be	he	my	put	there	you
by	here	no	said	they	your
come	his	of	says	to	
do	house	one	school	today	
friend	I	once	she	was	



## Maths

### Number

#### Place Value

- ☐ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ☐ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- ☐ given a number, identify one more and one less
- ☐ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ☐ read and write numbers from 1 to 20 in numerals and words

#### Addition and Subtraction

- ☐ 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  $7 = \square - 9$

#### Multiplication and Division

- ☐ 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

#### Fractions

- ☐ 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

## Measure

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, Position and Direction

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

## Science

Working Scientifically			
Plan	Do	Record	Review
<ul style="list-style-type: none"> <li><input type="checkbox"/> ask simple questions and recognising that they can be answered in different ways and using different types of scientific enquiries to answer them</li> <li><input type="checkbox"/> with help begin to choose ways to try and answer a question</li> <li><input type="checkbox"/> take a few guided planning decisions</li> <li><input type="checkbox"/> recognise when simple test' s unfair</li> <li><input type="checkbox"/> make own suggestions on how to collect data once the data needed has been outlined</li> <li><input type="checkbox"/> make simple prediction if appropriate (based on something they have observed before but without an explanation)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe closely, using simple equipment</li> <li><input type="checkbox"/> Perform simple tests</li> <li><input type="checkbox"/> make observations related to the task or test</li> <li><input type="checkbox"/> use simple equipment provided</li> <li><input type="checkbox"/> measure using uniform non- standard units (e.g. straws) or simple standard units and measuring equipment - meter stick, cm, kg masses, l, jugs &amp; second timer</li> <li><input type="checkbox"/> compare 3 or more things</li> <li><input type="checkbox"/> Read scales to nearest labelled division.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> draw pictures of results/ take photos</li> <li><input type="checkbox"/> help teacher make a class table or chart</li> <li><input type="checkbox"/> complete a simple chart or two column table</li> <li><input type="checkbox"/> make practical block graphs/pictograms</li> <li><input type="checkbox"/> make/draw a block graph with a 1:1 scale</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use observations and ideas to suggest answers to questions</li> <li><input type="checkbox"/> describe observations</li> <li><input type="checkbox"/> say what they have found out</li> <li><input type="checkbox"/> say whether what happened was what they expected</li> </ul>

## Science

Plants	Uses of Every Day Materials	Animals including Humans
<input type="checkbox"/> Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?	<input type="checkbox"/> Can I distinguish between an object and the material from which it is made?	<input type="checkbox"/> Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?
<input type="checkbox"/> Can I identify and describe the basic structure of a variety of common flowering plants, including trees?	<input type="checkbox"/> Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock?	<input type="checkbox"/> Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores?
Seasonal Changes	<input type="checkbox"/> Can I describe the simple physical properties of a variety of everyday materials?	<input type="checkbox"/> Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?
<input type="checkbox"/> Can I observe changes across the four seasons?	<input type="checkbox"/> Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?	<input type="checkbox"/> Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?
<input type="checkbox"/> Can I observe and describe weather associated with the seasons and how day length varies?		
Vocabulary		
leaf, flower, petal, fruit, berry, root, seed, trunk, branch, stem, bark head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, hair senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue, carnivore, omnivore, herbivore object, material, wood, plastic, glass, metal, water, rock, brick paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft stretchy, stiff, flexible, rigid, waterproof, absorbent, breaks, tears, rough, smooth, shiny, dull, transparent, opaque season, autumn, winter, spring, summer, weather (sunny, rainy, windy, snowy) sunrise, sunset, day length		

## Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
<b>Identifying and classifying</b> <ul style="list-style-type: none"> <li>□ compare observable and behavioural features of living things, materials and objects</li> <li>□ sort and group in own way using both observable and behavioural features even when differences are slight</li> <li>□ answer simple yes/no questions about a mystery object they have chosen</li> <li>□ sort into two groups in which one group has a feature and the other doesn't</li> <li>□ once they have decided sorting criteria explain where further additional items could be placed</li> <li>□ use simple Venn diagrams to help sort things and record the groupings</li> </ul>	<b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b> <ul style="list-style-type: none"> <li>□ use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria</li> <li>□ make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named</li> <li>□ use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features</li> <li>□ Carry out simple tests and sort and group based on the evidence of the results found.</li> </ul>	<b>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b> <ul style="list-style-type: none"> <li>□ Be aware of the term kingdom and know that most scientists classify things into five kingdoms.</li> <li>□ Through direct observations where possible classify animals into vertebrates and invertebrates.</li> <li>□ make keys and branching databases with 4 or more items</li> <li>□ evaluate how well keys and databases work and make changes to improve them</li> <li>□ explain why it is important to classify and why it is useful to scientists</li> <li>□ plan what to test, how to test and collect evidence in order to classify</li> </ul>

## Art

Drawing	Painting	Printing	Collage
<ul style="list-style-type: none"> <li>Can I communicate something about myself in my drawing?</li> <li>Can I use a range of tools to make marks?</li> <li>Can I draw on different surfaces?</li> <li>Can I investigate textures by describing, naming, rubbing and copying?</li> <li><b>Can I produce a range of patterns and textures?</b></li> <li><b>Can I draw using pencil and crayons?</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Can I paint a picture of something I can, see?</b></li> <li>Can I use thick and thin brushes?</li> <li>Can I experiment with other tools?</li> <li>Can I experiment with primary colours?</li> <li>Can I describe collections of colours?</li> <li>Can I discuss and use warm and cold colours?</li> <li>Can I explain the colours used for different purposes?</li> </ul>	<ul style="list-style-type: none"> <li><b>Can I use objects to create prints (e.g., fruit, vegetables or sponges)?</b></li> <li><b>Can I take rubbings from textured surfaces: e.g., leaf, coin, tree bark?</b></li> <li>Can I begin to identify different forms of printing e.g., books, newspapers, fabric, wallpaper?</li> <li>Can I begin to press, roll, rub and stamp to make prints?</li> </ul>	<ul style="list-style-type: none"> <li>Can I mix materials (e.g., paper and card) to create texture?</li> <li><b>Can I use a combination of materials that are cut, torn and glued?</b></li> <li>Can I use scissors and tearing to create a range of shapes?</li> <li><b>Can I use scissors to cut accurately?</b></li> <li>Can I explore different methods of fixing one material to another?</li> <li><b>Can I create an image from a variety of cut or torn media?</b></li> <li>Can I arrange and glue materials to different backgrounds?</li> </ul>
Textiles	Sketch books	3D	Knowledge
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Can I use techniques such as rolling, cutting, moulding and carving with clay, dough or plasticine?</b></li> <li>Can I identify and name the different types of buildings in my local area?</li> <li>Can I understand the natural and human made materials that can be used to create sculpture?</li> <li><b>Can I create models from imagination and direct observation?</b></li> </ul>	<ul style="list-style-type: none"> <li>Can I begin to describe the work of notable artists, artisans and designers including Van Gogh, Kandinsky and Hunderwasser?</li> <li>Can I begin to use some of the ideas of artists studied to create pieces?</li> </ul>
Vocabulary			
<p>Drawing: thick, thin, soft, pressure, narrow, fine, Line, shape, detail</p> <p>Painting: colour, light, dark, thick, thin, tone, warm, cold, shade, brushes</p> <p>Printing: press, roll, stamp, Print, rub, image, shape, surface, pressure</p> <p>Collage: materials, cut, torn, Fabric, colour, shape, texture, glue, stick, scissors</p> <p>Sculpture: 2D,3D, Roll, cut, mould, carve, model, bend, attach</p>			

## Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
<input type="checkbox"/> <b>Can I enter text using single fingers, beginning to use more than one hand?</b>  <input type="checkbox"/> <b>Can I log into and out of an account on a computer or program independently, and shut down a device?</b>  <input type="checkbox"/> Can I save and retrieve work with support?  <input type="checkbox"/> Can I use a mouse/trackpad to move and place items accurately on a screen?	<input type="checkbox"/> Can I say what an 'algorithm' is?  <input type="checkbox"/> <b>Can I use the appropriate keys or commands to make a virtual or floor robot go forward, backward, left and right?</b>  <input type="checkbox"/> <b>Can I program a bot or sprite by giving simple sequences of commands with an immediate outcome?</b>  <input type="checkbox"/> Can I use basic symbols to record directional instruction and attempt to identify a bug in their code?  <input type="checkbox"/> Can I use a developing range of language and styles of control e.g. tilt and turn/instructional to direct a robot?	<input type="checkbox"/> <b>Can I access information on the internet and navigate a website using a QR code or links?</b>  <input type="checkbox"/> Can I, with support, access and view pictures or work via an online platform?  <input type="checkbox"/> Can I use a search engine or in-app search to search for and save images?  <input type="checkbox"/> Can I change options in models/simulations to create different outcomes and effects?  <input type="checkbox"/> <b>Can I be aware some of the dangers of online activity and know when to tell an adult?</b>	<input type="checkbox"/> Can I produce text and make basic edits?  <input type="checkbox"/> <b>Can I explore a range of simple tools within a digital art package?</b>  <input type="checkbox"/> <b>Can I use simple video or animation software?</b>  <input type="checkbox"/> Can I use a sound recorder to store information as sound, and create sounds or music by arranging sound markers?  <input type="checkbox"/> Can I use represent information using pictographs?
Vocabulary			
<p>Online, internet, search, engine, trusted adult, stranger, personal, information, private, technology, device</p> <p>Algorithm, instructions, program, code, sequence, predict, bug</p> <p>Save, open, Public Folder, computer network, copy, paste, image, web browser, website, search engine</p> <p>Audio, video, record, play, edit, delete, save</p>			



## Design and Technology

Designing	Making	Evaluating	Food and Nutrition
<ul style="list-style-type: none"> <li>□ <b>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</b></li> <li>□ Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>□ Start to suggest ideas and explain what they are going to do.</li> <li>□ Understand how to identify a target group for what they intend to design and make based on a design criterion.</li> <li>□ <b>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</b></li> </ul>	<ul style="list-style-type: none"> <li>□ <b>Begin to make their design using appropriate techniques.</b></li> <li>□ Begin to build structures using blocks and construction materials exploring how they can be made more stable.</li> <li>□ Explore and use mechanisms for example, levers, sliders, in their products.</li> <li>□ With help measure, mark out, cut and shape a range of materials.</li> <li>□ Explore using tools e.g. scissors and a hole punch safely.</li> <li>□ <b>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</b></li> <li>□ Begin to use simple finishing techniques to improve the appearance of their product.</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</b></li> <li>□ When looking at existing products explain what they like and dislike about products and why.</li> <li>□ Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>Begin to understand that all food comes from plants or animals.</b></li> <li>□ Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>□ <b>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</b></li> <li>□ Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>□ To use techniques such as cutting, peeling by hand and juicing.</li> </ul>
Vocabulary			
Idea, design, purpose, template, cut, shape, join, finish, materials, construction, stable, slider, lever, pivots Design, purpose, idea, design, evaluate, product, what works well (strength) Diet, healthy, food sources, choices, varied, portion, fruit, vegetables, cutting, peeling, grating			

## Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<input type="checkbox"/> Can I talk about people and places beyond my local environment?  <input type="checkbox"/> Can I recognise similarities and differences in my immediate environment?  <input type="checkbox"/> <b>Can I talk about where I live?</b>	<input type="checkbox"/> <b>Can I understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom (Christleton) and of a small area in a contrasting non-European country?</b>	<input type="checkbox"/> <b>Can I identify seasonal and daily weather patterns in the United Kingdom?</b>  <input type="checkbox"/> Can I use resources that are given to me, and my own observations, to ask and respond to questions about places and environments?	<input type="checkbox"/> <b>Can I use simple fieldwork (aerial and plan perspectives) and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment?</b>  <input type="checkbox"/> Can I 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?  <input type="checkbox"/> Can I talk about and find my way around school showing an awareness of where things belong and the people within the school?
Vocabulary			
Map Seasons, spring, summer, autumn, winter, weather e.g. rain, snow sun and weather patterns. Hot, cold, 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			

## History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<input type="checkbox"/> Can I recognise that a story that is read to me may have happened a long time ago?  <input type="checkbox"/> <b>Can I use words and phrases like: old, new, a long time ago?</b>  <input type="checkbox"/> Can I understand that some objects belonged to the past?  <input type="checkbox"/> Can I retell a familiar story set in the past?  <input type="checkbox"/> <b>Can I explain how I have changed since I was born?</b>	<input type="checkbox"/> Can I appreciate that some famous people have helped our lives be better today?  <input type="checkbox"/> Can I begin to identify the main differences between old and new objects?  <input type="checkbox"/> Can I identify objects from the past, focus on how shopping has changed in last 100 years.  <input type="checkbox"/> <b>Can I give examples of things that are different in my life from that of my grandparents when they were young?</b>	<input type="checkbox"/> Can I ask and answer questions about old and new objects?  <input type="checkbox"/> <b>Can I spot old and new things in a picture?</b>  <input type="checkbox"/> Can I answer questions using an artefact/ photograph provided?  <input type="checkbox"/> <b>Can I give a plausible explanation about what an object was used for in the past?</b>  <input type="checkbox"/> Can I research the life of a significant historical person from our own locality?
Vocabulary		
Old, new, a long time ago, past, change, calendar, century, local Isabella Bird, George Mottershead, Thomas Brassey Artefact, compare I think...because		

## Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
<p><b>Statutory for KS2 only.</b></p> <p><b>Content is taught at an introductory level within year two e.g. basic greetings etc.</b></p>			
<b>Vocabulary</b>			

## Music

Singing	Performing	Composing	Listening and Appraising
<input type="checkbox"/> <b>Can I use voices in different ways such as speaking, singing and chanting?</b>	<input type="checkbox"/> <b>Can I perform simple rhythmical patterns, beginning to show an awareness of pulse?</b>	<input type="checkbox"/> <b>Can I create and choose sounds?</b>  <input type="checkbox"/> Can I have an awareness about and experiment with sounds?  <input type="checkbox"/> Can I recognise and explore how sounds can be organized?  <input type="checkbox"/> <b>Can I think about and make simple suggestions about what could make their own work better.? e.g: play faster or louder.</b>  <input type="checkbox"/> Can I begin to understand that musical elements can be used to create different moods and effects?  <input type="checkbox"/> Can I begin to represent sounds with simple sounds including shapes and marks?	<input type="checkbox"/> Can I identify and organise sounds using simple criteria e.g. loud, soft, high low.  <input type="checkbox"/> Can I talk about how music makes you feel or want to move. e.g. it makes me want to jump/sleep/shout etc.  <input type="checkbox"/> <b>Can I begin to identify simple repeated patterns and follow basic musical instructions?</b>  <input type="checkbox"/> Can I listen to short, simple pieces of music and talk about when and why they may hear it? E.g: a lullaby or Wedding march.
Vocabulary			
Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.			

## Physical Educaiton (PE)

Health and Fitness	Acquiring and Developing	Evaluating and Improving	Gymnastics
<input type="checkbox"/> <b>Can I describe how my body feels before, during and after an activity?</b> <input type="checkbox"/> Can I show how to exercise safely?	<input type="checkbox"/> Can I copy actions? <input type="checkbox"/> Can I repeat actions and skills? <input type="checkbox"/> <b>Can I move with control and care?</b> <input type="checkbox"/> Can I copy and remember actions?	<input type="checkbox"/> <b>Can I talk about what I have done?</b> <input type="checkbox"/> Can I describe what other people did?	<input type="checkbox"/> Can I make my body tense, relaxed, curled and stretched? <input type="checkbox"/> <b>Can I copy / plan a sequence of movements and repeat them?</b> <input type="checkbox"/> Can I roll in different ways? <input type="checkbox"/> Can I travel in different ways? <input type="checkbox"/> Can I balance in different ways? <input type="checkbox"/> Can I stretch / curl in different ways? <input type="checkbox"/> Can I make my body tense, relaxed, curled and stretched? <input type="checkbox"/> Can I control my body when travelling? <input type="checkbox"/> <b>Can I control my body when balancing?</b> <input type="checkbox"/> Can I climb safely?
Games	Swimming	Dance	Athletics
<input type="checkbox"/> Can I throw underarm? <input type="checkbox"/> Can I roll a piece of equipment? <input type="checkbox"/> Can I move and stop safely? <input type="checkbox"/> Can I catch with both hands? <input type="checkbox"/> Can I kick in different ways? <input type="checkbox"/> Can I hit a ball with a bat? <input type="checkbox"/> Can I throw in different ways? <input type="checkbox"/> <b>Can I use hitting, kicking and/or rolling in a game?</b> <input type="checkbox"/> <b>Can I follow rules?</b>		<input type="checkbox"/> <b>Can I move to music?</b> <input type="checkbox"/> <b>Can I copy dance moves?</b> <input type="checkbox"/> Can I perform some dance moves? <input type="checkbox"/> Can I move around the space safely? <input type="checkbox"/> <b>Can I make a short dance?</b> <input type="checkbox"/> Can I dance imaginatively? <input type="checkbox"/> Can I change rhythm, speed, level & direction?	
Outdoor Adventurous Activities			
Vocabulary			
<p>Games: Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules.</p> <p>Gymnastics: Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent.</p> <p>Dance: Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling.</p> <p>General: Copy, compare and contrast, repeat.</p>			

## Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships		Health and Wellbeing		Safety and the Changing Body	
<ul style="list-style-type: none"><li><input type="checkbox"/> To begin to understand what PSHE education is and how we can learn effectively in these lessons.</li><li><input type="checkbox"/> To understand that families look after us.</li><li><input type="checkbox"/> To begin to understand the importance and characteristics of positive friendships.</li><li><input type="checkbox"/> <b>To recognise how others show feelings and how to respond.</b></li><li><input type="checkbox"/> To begin to understand how friendships can make us feel.</li><li><input type="checkbox"/> To begin to understand that friendships can have problems but we can overcome them</li><li><input type="checkbox"/> To begin to understand that being friendly to others makes them feel welcome and included.</li><li><input type="checkbox"/> <b>To begin to understand what is meant by a stereotype.</b></li></ul>		<ul style="list-style-type: none"><li><input type="checkbox"/> <b>To recognise and celebrate their strengths and set simple but challenging goals.</b></li><li><input type="checkbox"/> <b>To understand the benefits of physical activity and rest.</b></li><li><input type="checkbox"/> To know how to relax in different ways.</li><li><input type="checkbox"/> To begin to understand how germs are spread and how we can stop them spreading.</li><li><input type="checkbox"/> To begin to understand the risks associated with the sun.</li><li><input type="checkbox"/> To begin to understand allergies.</li><li><input type="checkbox"/> To understand that there are people in the local community who help to keep us healthy</li></ul>		<ul style="list-style-type: none"><li><input type="checkbox"/> To understand what to do if you get lost.</li><li><input type="checkbox"/> <b>To know what is an emergency and how to make a phone call if needed.</b></li><li><input type="checkbox"/> <b>To begin to understand the difference between acceptable and unacceptable physical contact.</b></li><li><input type="checkbox"/> <b>To begin to understand what is safe to put into or onto our bodies.</b></li><li><input type="checkbox"/> To understand that there are dangers at home and how these can be avoided.</li><li><input type="checkbox"/> To understand that there are people in the local community who help to keep us safe.</li></ul>	
Economic Wellbeing			Citizenship		
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>To understand what money is and where it comes from.</b></li><li><input type="checkbox"/> To understand how to keep cash safe.</li><li><input type="checkbox"/> To understand the benefits of banks and building societies.</li><li><input type="checkbox"/> To begin to understand that people make different choices about spending and saving money.</li><li><input type="checkbox"/> To understand some of the jobs that exist in my school.</li></ul>			<ul style="list-style-type: none"><li><input type="checkbox"/> <b>To begin to understand the importance of rules.</b></li><li><input type="checkbox"/> To understand that animals have different needs and how to care for them.</li><li><input type="checkbox"/> To begin to understand the needs of babies and young children.</li><li><input type="checkbox"/> <b>To begin to recognise ways in which we are the same and different to other people.</b></li><li><input type="checkbox"/> To understand the range of groups people belong to.</li><li><input type="checkbox"/> To begin to understand how democracy works.</li></ul>		
Vocabulary					
Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy					



## Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
		<ul style="list-style-type: none"><li>Can I retell the Night of Power and Muhammad (PBUH)?</li><li>Can I tell you some of the 99 names of Allah?</li><li>Can recognise that the Qur'an is the sacred text for Muslims ?</li><li><b>Can I explain that for Muslims there is one God called Allah and Muhammad (pbuh) was his messenger?</b></li></ul>	
Skills		Christianity	
<ul style="list-style-type: none"><li><b>Can I talk about a practice from a religion?</b></li><li>Can I talk about my own experiences and can link these to the communities to which I belong?</li><li>Can I retell a religious story using prompts and know that it is from a sacred text and is special to some people?</li><li>Can I ask questions about me, and who I am, showing awe and wonder?</li><li>Can I recognise some religious symbols and words?</li><li>Can I ask 'who', 'what' and 'when' questions when exploring a religion?</li></ul>		<ul style="list-style-type: none"><li><b>Can I recognise a sign for Christian belonging and talk about what happens in a Baptism?</b></li><li>Can I tell you why Christmas celebrated by Christians?</li><li>Can I explain the relevance of the gifts from the Shepherds and the Magi and recognise good news for Christians?</li><li>Can I retell the Biblical narration of the Creation in stages (although not necessarily in the correct order) and understand the idea of God as a creator?</li></ul>	
Vocabulary			
<p>Christianity:</p> <p>Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour</p> <p>Islam:</p> <p>Islam, Allah, Muhammad (pbuh), Qu'ran, Shahada, Tawhid, Prophethood, Halal</p>			

## Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 2)		Personal Development (by the end of Year 2)	
Can I understand some basic hygiene principles?	To listen carefully and understand	<ul style="list-style-type: none"> <li>Sift information and focus on the important points.</li> <li>Seek clarification when a message is not clear.</li> <li>Understand instructions with more than one point.</li> </ul>	To Try New Things	<ul style="list-style-type: none"> <li>Try new things with the help of others.</li> <li>Talk about some things of personal interest.</li> <li>Join in with familiar activities.</li> <li>Concentrate on things of interest</li> </ul>
Know how to keep clean and look after oneself			To Work Hard	<ul style="list-style-type: none"> <li>Work hard with the help of others.</li> <li>Enjoy the results of effort in areas of interest.</li> <li>Take encouragement from others in areas of interest.</li> </ul>
To introduce the concept of growing and changing	To develop a wide and interesting vocabulary	<ul style="list-style-type: none"> <li>Use subject specific vocabulary to explain and describe.</li> <li>Suggest words or phrases appropriate to the topic being discussed.</li> <li>Identify homophones.</li> </ul>	To Concentrate	<ul style="list-style-type: none"> <li>Give attention to areas of interest.</li> <li>Begin to 'tune out' distractions.</li> <li>Begin to show signs of concentration.</li> <li>Begin to seek help when needed.</li> </ul>
Can I understand that babies become children and then adults?	To speak with clarity	<ul style="list-style-type: none"> <li>Speak in a way that is clear and easy to understand.</li> <li>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>Identify syllables within words.</li> </ul>	To Push Oneself	<ul style="list-style-type: none"> <li>Express doubts and fears.</li> <li>Explain feelings in uncomfortable situations.</li> <li>Begin to push past fears (with encouragement).</li> <li>Listen to people who try to help.</li> <li>Begin to try to do something more than once.</li> </ul>
Know the differences between boy and girl babies			To Imagine	<ul style="list-style-type: none"> <li>With help, develop ideas.</li> <li>Respond to the ideas of others'.</li> <li>Respond to questions about ideas.</li> <li>Act on some ideas.</li> </ul>
Can I explore different types of families and who to ask for help?	To tell stories with structure	<ul style="list-style-type: none"> <li>Ensure stories have a setting, plot and a sequence of events.</li> <li>Recount experiences with interesting detail.</li> <li>Predict events in a story.</li> <li>Give just enough detail to keep the audience engaged.</li> </ul>	To Improve	<ul style="list-style-type: none"> <li>Share with others likes about own efforts.</li> <li>Choose one thing to improve (with help).</li> <li>Make a small improvement (with help).</li> </ul>
Know there are different types of families			To Understand Others	<ul style="list-style-type: none"> <li>Show an awareness of someone who is talking.</li> <li>Show an understanding that one's own behaviour affects other people.</li> <li>Listen to other people's point of view.</li> </ul>
Know which people we can ask for help	To hold conversations and debates	<ul style="list-style-type: none"> <li>Take turns to talk, listening carefully to the contributions of others.</li> <li>Vary language between formal and informal according to the situation.</li> <li>Add humour to a discussion or debate where appropriate.</li> </ul>	To Not Give Up	<ul style="list-style-type: none"> <li><input type="checkbox"/> Try again with the help of others.</li> <li><input type="checkbox"/> Try to carry on even if a failure causes upset.</li> <li><input type="checkbox"/> Keep going in activities of interest.</li> <li><input type="checkbox"/> Try to think of oneself as lucky.</li> </ul>

## Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure



## No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

### Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
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### Key texts used

				
Elmer	Ten Little Pirates	My Grandpa is Amazing	Max the Champion	My World, Your World

### British Values

Autumn Term	Spring Term	Summer Term
Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

*Be the best you can be*

## Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle )	Empathy and Listening (Reciprocal Muscle)

## Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
Animal visit	Imagine That	Beach

*Be the best you can be*

## Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

### Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up		

### Cooperative strategies introduced and mastered in this year group

Quiz, Quiz Trade	Timed Pair Share
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## Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

## Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	
				Den Day	

*Be the best you can be*