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| **Our curriculum is a pathway allowing all our children to:**  **Be the best that they can be, curious, caring and resilient.** | | | | | | |
| Our Dean Gibson focus | **CARING** | | **RESILIENT** | | **CURIOUS** | |
| National and whole school events | Harvest Mass | Vet visit  Nativity plays  Reindeer Run for Saint John’s Hospice | Fit4Life day | Judaism/  Islam Week | School trip – to be decided | Sports day |
| Subject Area | **Autumn 1st Half** | **Autumn 2nd Half** | **Spring 1st half** | **Spring 2nd Half** | **Summer 1st Half** | **Summer 2nd Half** |
| English | Familiar settings: family stories  Dogger  The Tiger who came to tea  Peace at Last  Labels, lists and captions: Getting and giving information  Nursery Rhymes  Caring about our bodies. | Stories with predictable phrasing – Hairy Mclary  Write simple sentences using patterned language, words and phrases taken from familiar stories  Recount vet visit  Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing  Poems on a theme – the senses  Caring about animals. | Repeating Patterns: African Settings  - We’re Going on a Lion Hunt, Bringing the Rain to Kapiti Plain, and Handa’s Hen  Structure – rhyming couplets  Recite familiar poems by heart – weather poetry  We look at how people who live in hot countries show resilience. | Traditional Tales - Fairy tales  Explore traditional tales. Write a re-telling of a traditional story.  Report about Mary Anning/Florence Nightingale  A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general  We learn about how women of the past have shown resilience. | Instructions and explanations  Following a practical experience, write up the instructions for a simple recipe – making sandwiches (Mr Grinling’s Lunch)  Draw pictures to illustrate a simple process and prepare several sentences to support the explanation  Letters and Postcards: Letters in Different Contexts: Here Comes Mr Postmouse | Retell story or part of story Possible Application: Recount - any event, trip or experience Information on weather and plants Sentence writing opportunities:  The Rabbit Problem – Emily Gravett/Peter Rabbit – Beatrix Potter  Information texts: plants and growing. Life Cycle of Sunflower by Angela Royston (Non-Fiction)  We are curious to learn about how plants grown and grow our own!  Take One Poet – poetry appreciation: Michael Rosen poems |
| Mathematics | Number: Place Value Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.  Count, read and write numbers to 10 in numerals and words.  Given a number, identify one more or 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  Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 10  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. | Number: Addition and Subtraction Add and subtract one digit numbers to 10, including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.  Geometry: Shape Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)  Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)  Number: Place Value Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.  Count, read and write numbers to 20 in numerals and words.  Given a number, identify one more or 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. | Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 20  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  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= ꙱ – 9  Place Value Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.  Count, read and write numbers to 50 in numerals. | Place Value Given a number, identify one more or 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.  Count in multiples of twos, fives and tens.  Measurement: Length and Height Measure and begin to record lengths and heights.  Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)  Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.  Compare, describe and solve practical problems for 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] | Number: Multiplication and Division Count in multiples of twos, fives and tens.  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 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.  Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)  Compare, describe and solve practical problems for: 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]  Geometry: position and direction Describe position, direction and movement, including whole, half, quarter and three quarter turns | 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.  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, most, least.  Measurement: Money Recognise and know the value of different denominations of coins and notes.  Measurement: Time 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.  Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]  Measure and begin to record time (hours, minutes, seconds) |
| Science  Enquiry based:   * 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 | **Animals including humans – Ourselves**  **Animals including humans - Pets**  *Objectives:*   * I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * I can identify and name a variety of common animals that are carnivores, herbivores and omnivores * I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense * *Talk about what they see and do.* * *Say what they think will happen.* * *Begin to compare some living things.* * *Make observations using the appropriate senses.* * *Record observations.* * *Making simple comparisons and groupings.*   Investigating what we need to stay fit and healthy. Investigating how to be kind to animals. | | **Seasonal changes/Weather**  ***How wild is the wind?***  ***Does it snow in summer?***  ***Objectives:***   * I can observe changes across the four seasons * I can observe and describe weather associated with the seasons and how day length varies. * *Use first hand experiences to answer questions.* * *Test ideas suggested to them.*   We always need to show resilience for the weather in the UK! | **Everyday Materials - Marvellous Materials**  ***How does it feel?***  ***Objectives:***   * I can distinguish between an object and the material from which it is made * I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * I can describe the simple physical properties of a variety of everyday materials * I can compare and group together a variety of everyday materials on the basis of their simple physical properties. * *Say what has happened.* * *Say whether what has happened was what they expected.* * *Test ideas suggested to them.* * Say what has happened. * Say whether what has happened was what they expected.   Test ideas suggested to them.  We show curiosity and love the learning of investigating different materials and what they do! | | **Plants**  ***What’s in a bud?***  ***Are all leaves the same?***  ***Objectives:***   * I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. * I can identify and describe the basic structure of a variety of common flowering plants, including trees. * Use simple charts to communicate findings. * Test ideas suggested to them.   Communicate observations orally, in drawing, labelling, simple writing and using ICT.  We are curious to learn about how plants grown and grow our own! |
| Geography | **What is the geography of our school?**  Use simple compass directions (North, South, East and West)  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  Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  We can about our local area and think about where we live and what makes us unique. |  | **How do weather patterns differ around the world?**  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  We are interested to learn about how people adapt and show resilience when dealing with different types of weather. |  | **Would you like to live by the seaside?**  (compare Kendal to a seaside location)  Physical and Human Features-  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  We are curious to learn about what it would be like to live outside of Kendal, somewhere near the seaside. |  |
| History |  | **How are my toys different from toys of the past?**  NC- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Toys)  We are interested and care about what our grandparents played with and care to take the time to learn about how toys have changed. |  | **Which women shaped our history?**  NC- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Mary Seacole and Florence Nightingale  We learn about how women of the past have shown resilience. |  | **What is important in our Local history?**  (Beatrix Potter, Donald Campbell, Kendal Castle, Postman Pat)  NC- Significant historical events, people and places in their own locality.  We are curious to learn about the interesting people who have lived in our local area and what they did. |
| Art | **Fabricate** |  | **Joan Miro** |  | **Portraits** |  |
| D&T |  | **Puppets- (link to old toys)**  Mark out, cut and join pieces of fabric to make a puppet. Look at a selection of puppets and base their design on what they have investigated. |  | **Moving pictures**  Make their design using appropriate techniques.  With help measure, mark out, cut and shape a range of materials.  Use tools e.g. scissors and a hole punch safely.  Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.  Evaluate their product by discussing how well it works in relation to the purpose. |  | **Homes**  Draw on their own experience to help generate ideas.  Suggest ideas and explain what they are going to do.  Make their ideas in card and paper.  Evaluate their products as they are developed, identifying strengths and possible changes they might make. |
| RE | **Vine and Branches –** Creation and Covenant  We can about God’s beautiful world. | **Vine and Branches –** Prophecy and Promise | **Vine and Branches –** Galilee to Jerusalem | **Vine and Branches –** From Desert to Garden | **Vine and Branches –** To the Ends of the Earth | **Vine and Branches –** Dialogue and Encounter  We are curious about the world around us, especially when looking at different faiths. |
| PE | Baseline | Games  To explore the skill of throwing overarm  To develop the skill of running fast  To develop the skill of throwing overarm for distance  To develop the skill of throwing overarm for accuracy  To understand and apply simple tactics in a game  To work cooperatively in a small group | Gymnastics  To develop the basic skills of travelling  To develop the basic skills of rolling  To develop the basic skills of jumping  To perform basic skills with straight and tuck shapes  To link basic movements together  To apply the skills of travelling, rolling and jumping with two different shapes  To link basic movements together to create a sequence  To adapt the sequence to perform on apparatus | Games  To explore the skill of catching a ball  To develop travelling skills  To catch a ball with two hands  To develop the skill of bouncing a ball with control  To revise the skill of catching a ball and bouncing a ball  To bounce a ball while travelling in a game.  To explore the skill of running fast | Dance  To convey a character linking two movement ideas.  To convey a contrasting character, linking movement ideas.  Work with a partner to convey contrasting characters.  Children can link travels and gestures in role as a character.  Link travelling actions with stillness  Children can link different sequences in order to tell a story and complete a performance. | Athletics  To develop the skill of running fast  To explore different ways of throwing  To throw underarm accurately  To throw overarm for distance  To throw overarm with accuracy  To explore jumping for distance  To explore a push throw  To complete an obstacle course  To complete run, jump and throw challenges |
| Computing | **Computer skills**  Show an awareness of the range of devices and tools they encounter in everyday life. | **Painting**  Use a range of simple tools in a paint package/image manipulation software to create/modify a picture.  As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness/one to one correspondence. | **Online Safety and research**  As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc)  They show an awareness of different forms of information. | **Programming toys**  Control simple everyday devices to make them produce different outcomes.  Make simple choices to control a simple simulation program. | **Programming with Scratch**  Make simple choices to control a simple simulation program. | **Word processing**  Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. |
| Music  Charanga | Hey You | Rhythm In The Way We Walk and The Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind & Replay |
| PSHE/RSE  Life To the Full | Religious Understanding Children can express that: • We are created individually by God  • God wants us to talk to Him often through the day and treat Him as our best friend  • God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness  • We are created as a unity of body, mind and spirit: who we are matters and what we do matters  • We can give thanks to God in different ways  Me, My Body, My Health Children can explain:  • That we are unique, with individual gifts, talents and skills  • That our bodies are good  • The names of the parts of our bodies  • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family  • Our bodies are good and we need to look after them  • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating  • The importance of sleep, rest and recreation for our health • How to maintain personal hygiene  Emotional Well-being Children can explain:  • That it is natural for us to relate to and trust one another  • That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)  • A language to describe our feelings  • In a simple way that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character  • Simple strategies for managing feelings and for good behaviour  • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do  • That Jesus died on the cross so that we would be forgiven  Life Cycles  Children can describe:  • That there are natural life stages from birth to death, and what these are – typically naming baby, child, teenager, adult, old age adult | | Religious Understanding Children can describe that:  • We are part of God’s family  • Saying sorry is important and can mend friendships  • Jesus cared for others and had expectations of them and how they should act  • We should love other people in the same way God loves us  Personal Relationships Children are able to describe:  • ‘Special people’ (their parents, carers, friends, parish priest) and what makes them special  • The importance of nuclear and wider family  • The importance of being close to and trusting special people and telling them if something is troubling them  • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour  • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable  • When they have been unkind and say sorry  • When people are being unkind to them and others and how to respond  • When we are unkind to others, we hurt God also and should say sorry to him as well  • That we should forgive like Jesus forgives Keeping Safe Children can explain:  • Some safe and unsafe situations, including online  • The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them  • How to resist pressure when feeling unsafe  • That they are entitled to bodily privacy  • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest  • That our bodies are created by God, so we should take care of them and be careful about what we consume  • That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade  • That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999  • Some basic principles of First Aid | | Religious Understanding Children can explain:  • That God is love: Father, Son and Holy Spirit  • That being made in His image means being called to be loved and to love others  • What a community is, and that God calls us to live in community with one another  • A scripture illustrating the importance of living in community as a consequence of this  • Jesus’ teaching on who is my neighbour  Living in the Wider World  Children can explain:  • That they belong to various communities such as home, school, parish, the wider local community, nation and global community  • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc  • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • What harms and what improves the world in which we live in simple terms | |
| Online Safety  Project Evolve | Self-image and identity  Online relationships | | Online reputation  Online bullying | | Managing information online  Health, wellbeing and lifestyle | |