

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **Key Stage 1** AT BROADWAS CE PRIMARY SCHOOL

(The children will cover all of the statements from Year 1 and Year 2 over the 2 curriculum cycles)

Care of our Environment	Culture and Diversity	Creativity and Innovation	Economy and Power
HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
- Know about famous people in Britain who have made our lives better. - Explain how transport (flight) has changed since within living memory using historical photographs as evidence of change. - Use words and phrases like, old, new, and a long time ago. - Count back in years to when I was born. - Know the date, month, and year in which I was born. - Develop an understanding of the notion of Kings and Queens and their significance to our country. - Develop an understanding of castles and how they have been used in the past. - Recognise objects and or buildings from the past and explain what they may have been used for (focus on the school). - Understand how our school and local area has changed over time – photographs/videos	- Understand the difference between hot and cold countries and why – temperature, Climate, clothing (China and Shanghai) - Know the names and locations of the seven continents. - Know places near the Equator are often hot and places close to the poles are often cold. - Understand that people's lives can be different in different parts of the world. - Know about my school, my street, my house, and my route to school – simple mapwork. - Identify the four seasons in the UK and their weather features. - Understand the four points on a compass. - Know the names and locations of the UK's countries - main UK towns and cities.	- Use a pencil to create different lines and shapes in artwork. - Use the correct paint brush to complete a painting to a high quality. - Know names of all the colours – introduce mixing of colours to make new colours. - Cut, roll, and coil materials for collage. - Create and repeat patterns in print. - Develop art and design skills with clay. - Extend the variety of drawing tools to include charcoal and felt tips. - Explain what I see and give an opinion about a piece of art. - Learn about a series of artists, designers and craft makers suggesting similarities and differences in their work. - Use IT to create a picture.	- Use own ideas to make something. - Create a simple plan or mock up before making. - Describe how something works and use simple measurements in construction. - Select and use a range of materials dependent on their characteristics. - Make a product which moves. - Add strength to products. - Explore mechanisms. - Explore and evaluate existing models and products. - Explain to someone else how I want to make my product. - Choose appropriate resources and tools. - Cut food safely.

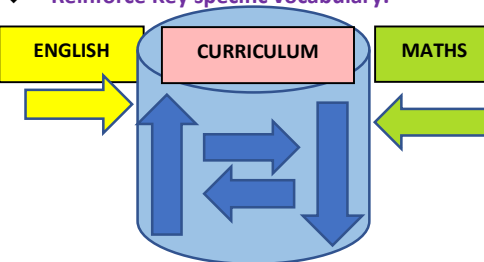
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
PLANTS: Identifying and naming different plants and trees	READING	WRITING	MATHS
- Name a variety of common wild and garden plants, inc. deciduous & evergreen trees. - Identify & describe basic plant structure inc. trees – root, branch, trunk, leaf, petal, stem. ANIMALS INCLUDING HUMANS: How can we group animals? - Identify & name a variety of animals inc. fish, amphibians, reptiles, birds and mammals Carnivores, herbivores, omnivores - Describe & compare structure of animals inc. humans – fish, amphibians, reptiles, pets - Develop an understanding of minibeasts and a basic understanding of biodiversity ANIMALS: How do we use our senses? - Identify and name body parts - Carry our experiments, using senses, to answer key questions EVERYDAY MATERIALS: Why can we compare and group different materials? - Distinguish between object & material made from – wood, metal, plastic, glass, rock	- Secure with year group phonic expectations. - Identify which words appear again and again. - Recognise & join in with predictable phrases. - Relate reading to own experiences. - Re-read if reading does not make sense. - Re-tell with considerable accuracy. - Discuss significance of title, events and make predictions on what has been read. - Read aloud with pace and expression, e.g. pause at full stop; raise voice for question. - Recognise – capital letters, full stops, question marks, exclamation marks. - Know the difference between fiction and non-fiction texts.	- Sit correctly at a table, holding a pencil comfortably and correctly. - Write clearly demarcated sentences. - Use 'and' and join ideas. - Use conjunctions to join sentences. - Use standard forms of verbs, e.g. go/went - Introduce use of – capital letters, full stops, question marks, exclamation marks. - Use capital letters for names and personal pronoun 'I'. - Write a sequence of sentences to form a short narrative as introduction to paragraph. - Use correct formation of lower-case letters – finishing in the right place. - Correct formation of capital letters & digits.	- Count in multiples of 2, 5 and 10. - Count, read write numbers to 100. - Say what is one more or one less than any number. - Read and write numbers from 1 to 20 in numerals and words. - Recognise all coins. - Recognise and can name the 2D shapes: circle, triangle, square and rectangle. - Recognise and can name the 3D shapes: cuboid, pyramid, sphere. - Name the days of the week, months of year. - Tell time to o'clock and half past the hour - Recognise, find, and name a half and quarter of an object, shape or quantity.

- Distinguish a materials properties SEASONAL CHANGE: Why does the weather change in different seasons? - Observe change across the four seasons. - Weather & day length varying with seasons			
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SUBSTANTIATING THE WIDER CURRICULUM Year 1 and 2 Cycle A

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1 / 2 CYCLE A

TRANSPORT	OUR LOCAL AREA	SCHOOL IN THE PAST	CONTINENTS	MONARCHS	WEATHER
<i>How did we learn to fly?</i> - Identify important events around the history of flight - Explain how significant events, like the first plane flight, have changed lives - Use primary sources to find out about the past - Order the history of flight via a timeline Culture and Diversity Economy and Power Creativity and Innovation Care of our Environment	<i>What is it like here?</i> - Identify where I live from a map and find key human and physical features - Where do I live- street, city/town. - What country do I live in? - Use a map to walk around the area they live in and find key features Care of our Environment Culture and Diversity Economy and Power	<i>How was the school different in the past?</i> - Exploring the history of the school and how it had developed over time - Ask questions and make comparisons about schools over time - Ask questions about school in the past - Use sources to research about school in the past Economy and Power Creativity and Innovation Culture and Diversity	<i>What is it like to live in Shanghai?</i> - Name the continents - Use maps to locate the UK and China - Investigate physical and human geographical features of China and Shanghai - Compare Shanghai to their own locality, which do they prefer and why? Care of our Environment Culture and Diversity	<i>What is a monarch?</i> - Develop an understanding of a King and Queen - Explore how a king or queen is crowned - Investigate William the Conqueror - Develop an understanding of how castles developed - Which monarchs have visited Worcester and why? Culture and Diversity Economy and Power Creativity and Innovation	<i>What is the weather like in the UK?</i> - Name the four countries of the UK - Use the four points of the compass - Identify and explain the four seasons of the UK - Observe and describe the daily weather patterns and the effect on human life Care of our Environment Creativity and Innovation Economy and Power

EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	FUNDAMENTAL MOVEMENT SKILLS	HISTORY	GEOGRAPHY	❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
- Use my voice to speak, sing and chant developing pitch knowledge. - Use tuned and untuned instruments to perform. - Explore steady beats and identify repeated rhythm patterns. - Make different sounds with my voice and with instruments. - Create, play and combine simple sequences of sounds and word rhythms. - Respond to different moods in music. - Listen with concentration to a variety of live and recorded music and say whether they like or dislike a piece of music. - Choose sounds to represent different things. - Follow instructions when to play and sing.	- Develop and apply footwork and one leg balance via stories and games - Develop and apply jumping and landing and seated balance via stories and games - Develop and apply dynamic balance on a line and stance via stories and games - Develop and apply their ball skills and counter balance via stories and games - Develop and apply their sending and receiving, reaction and response skills via stories and games - Develop and apply their ball chasing and floor work balance via stories and games GYMNASTICS - Develop and apply shapes and travel on the floor via thematic warm ups and games - Develop and apply flight and rotation on the floor and apparatus via thematic warm ups and games DANCE - Develop shapes and circles and create sequences of movement via partnering and artistry OTHER TOPICS - Development of athletics, swimming, OAA and Team Building skills	'past' 'present' 'older' 'newer', 'then', 'now' - Use words and phrases such as: a long time ago, recently, when my parents were children, years, to describe the passing of time. - Use days, weeks and months to describe when events happened. Context specific vocabulary for flight, school in the past and the Monarchy (see our Topic Overviews)	- beach, forest, hill, mountain, ocean, river, season, weather, city, town, village, shop - Country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical, feature, Similar, symbol - Continents - Asia, Africa, North America, South America, Antarctica, Europe, Australia (Oceania) - England, Scotland, Wales, Northern Ireland - Seasons - Aerial photograph, atlas, autumn, direction, East, map, North, place, season, South, Spring, Summer, Wales,	
RELIGIOUS EDUCATION				PSHE

CHRISTIANITY - What do Christians believe God is like? - Why does Easter matter to Christians? JUDAISM - Who is Jewish and what do they believe? - Who is Jewish and what do they believe? THEMATIC - What does it mean to belong to a Faith Community? - How should we care for others and for the world, and why does it matter?	weather, West, winter Context specific vocabulary the local area, Shanghai and Weather (see our Topic Overviews)	Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Me and My Relationships - Why we have classroom rules - Thinking about feelings - Our feelings - Feelings and our bodies - Our special people balloons - Good friends - How are you listening
VALUES	COMPUTING	Valuing Difference - Same or different? - Unkind, Tease or bully? - Harold’s school rules - Who are our special people? - It’s not fair!
BUILDING LEARNING POWER VALUES - Resourcefulness - Resilience - Reciprocity - Reflectiveness SCHOOL VALUES: - Love - Respect - Friendship - Creativity - Truthfulness - Forgiveness	Children will be taught about: Technology around us, Digital Painting, Moving a Robot, Grouping Data, Digital writing and Programming Animations - Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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. - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Recognise common uses of information technology beyond school	Keeping Myself Safe Healthy me Super sleep Who can help? Harold loses Geoffrey What could Harold do? Good or bad touches Rights and Responsibilities Harold’s wash and brush up Around and about the school Taking care of something Harold’s money How should we look after our money? Basic first aid Being my Best I can eat a rainbow Eat well
CULTURAL CAPITAL		
BRITISH VALUES: - Democracy - Rule of Law - Individual Liberty - Respect & Tolerance CULTURE CAPITAL		

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths

Creativity – Art & Design, DT, Expressive Arts

History and Heritage – History, Cultural heritage

Understanding the World – Geog., Current Affairs

Discovery – Science, Technology/Computing

Values and Personal Skills – inc. British Values.

Courageous Advocacy* – **subsume aspects of CA into the Year 1 wider curriculum themes:-**

Global warming – change in temperature in the continents they are studying – (Continents)

Litter and protection of the environment – (Our locality, route to school).

What do we mean by ‘united’? (United Kingdom)

Carbon emissions – (Transport)

Charity for the Year group: Midlands Air Ambulance

Catch it! Bin it! Kill it!

Harold learns to ride his bike

Pass on the praise!

Harold has a bad day

Growing and Changing

Inside my wonderful body!

Taking care of a baby

Then and now

Who can help? (2)

Surprises and secrets

Keeping privates private