

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **Key Stage 1** (The children will cover all of the statements from Year 1 and Year 2 over the 2 curriculum cycles)

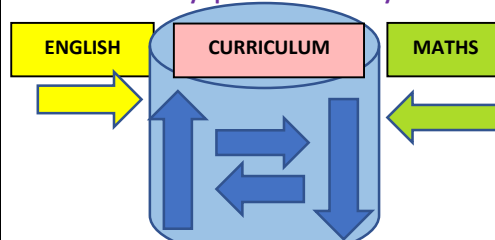
Care of our Environment	Culture and Diversity	Creativity and Innovation	Economy and Power
HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
- Recount the life of famous Britons who lived in past – Samuel Pepys, Christopher Columbus and Matthew Henson - Research & answer questions about the life of a famous person from the past.- Samuel Pepys, Christopher Columbus, Sir Christopher Wren and Matthew Henson - Grandparents lives- compare and contrast with today – focusing on toys - Significant events beyond living memory – Great Fire of London, finding the Americas and exploring the North Pole - Significant historical events in own locality – events, people and places	- Name the seven continents but also the five oceans – know equator, UK on a world map. - Develop their understanding of the North and South Poles - UK in more detail – countries, capital cities, + physical geography of a small area of UK. - Compare & contrast UK with a non-European country – eg. Kenya - Understand geographical differences and amazing Geographical features around the world – mountains, valleys, coastal areas of the UK. - Explore physical and human features of the coast - Know key geographical features – hill, beach, cliff, coast, forest, sea, ocean, river. - Know key human features -city, town, village factory, farm, house, office, port, harbour.	- Use a pencil to sketch and shade drawings. - Use different grades of pencil. - Use tint and tone to change colours of paint to achieve effect. - Make a clay pot. - Create collages inspired by Giuseppe Arcimboldi. - Begin to work in response to or copy the style of different artists. - Use different effects within an IT paint package	- I can think of an idea and plan what to do next. - I can measure materials to use in a model or structure. - I can select and join materials and components in different ways. - I can explain what went well with my work. - I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles. - I can explore and use mechanisms in my product. - I can describe the ingredients I am using in a recipeUse own ideas to make something. - I can use basic principles of a healthy and varied diet to prepare dishes. - I can understand where food comes from.
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.		
LIVING THINGS AND THEIR HABITATS: What are habitats and microhabitats?	READING	WRITING	MATHS
- Explore and compare things are living, dead, and things that have never been alive. - Identify that most living things live in habitats to which they are suited. - Identify microhabitats and how they support minibeats	- Secure with year group phonic expectations. - Recognise simple recurring literacy language. - Read ahead to help with fluency and expression. - Comment on plot, setting and characters in familiar and unfamiliar stories. - Recount main themes and events	- Write different kinds of sentence -statement, question, exclamation, command, - Use expanded noun phrases to add description and specification. - Write using subordination (when, if, that, because) and co-ordination (or, and, but). - Correct, consistent use of present, past tense	- Read and write all numbers to at least 100 in numerals & words. Odd/even numbers to100 - Order numbers using the < > and = signs. - Count in steps of 2, 3 and 5 from 0. - Recognise and can define the place value of each digit in a 2 digit number.

- Identify & name a variety of plants & animals - Animals obtain food from plants and animals. PLANTS: How do plants grow? - How seeds & bulbs grow into mature plants. - How plants need water, light & heat to grow ANIMALS, INCLUDING HUMANS: What are the lifecycles of different animals? - Notice that animals including humans, have offspring which grow into adults. - Find out about basic needs of animals, inc. humans, for survival – water, food, air. - The importance of exercise, diet, & hygiene USE OF EVERYDAY MATERIALS: How are materials chosen in design? - Identify/compare suitability of materials – wood, metal, plastic, glass, rock, brick, paper - Shapes of some solid objects can be changed	- Comment on structure of the text. - Use commas, question marks and exclamation marks to vary expression. - Read aloud with expression and intonation. - Identify past/present tense and why the writer has used a tense. - Use content and index to locate information.	- Correct use of verb tenses. - Write with correct and consistent use of - capital letters, full stops, question marks, exclamation marks. Use commas in a list - Use apostrophe to mark omission and singular possession in nouns. - Write under headings. - Write lower case letters correct size relative to one another – join with correct strokes	- Name fractions 1/3, 1/4, 1/2 and 3/4 & find fractional values of shapes, lengths/numbers - Recall and use multiplication and division facts for the 2, 5 and 10x tables. - Add and subtract two 2-digit numbers, and three 1-digit numbers. - Tell and write the time to 5 minute intervals. - Recognise and use symbols £ and p solving money addition and subtraction problems. - Describe the properties of 2D and 3D shapes to include edges, vertices and faces.
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1 / 2 CYCLE B

CHANGES IN TOYS	HOT AND COLD PLACES	GREAT FIRE of LONDON	OUR WONDERFUL WORLD	EXPLORERS	THE COAST
How have toys changed over time? - Looking at the changes in toys over time - Understand that the materials used for making toys have changed and diversified over time. - Sort toys (their own and those of parents and grandparents) into old and new, and create a timeline. - Produce museum labels to accompany toy displays which identify the changes	Would you prefer to live in a hot or cold place? - Name the continents - Locate North and South Poles and the Equator - Share similarities and difference between the UK and Kenya - Investigate the weather in hot and cold places finding them on the map Culture and Diversity Economy and Power	What impact did the fire have on London? - What was the Great Fire of London 1666 - What was the cause of the Great Fire?, - Who is Samuel Pepys and why is he important - What has changed as a result of the Great Fire of London Economy and Power Culture and Diversity	Why is our world wonderful? - Find and name famous landmarks from around the UK. - Where can we find amazing places in the world? - Where are our amazing oceans? - What amazing human and physical features are very close to us? - What are natural habitats so special?	How have explorers changed the world? - Find out what an explorer is - What have explorers done for the world? - Investigate Christopher Columbus - Investigate Mathew Henson - How has exploration changed over time Culture and Diversity	What is it like to live by the coast? - Locate the seas and coast around the UK - Explain what the coast is - Explore the Jurassic coast - Explore the human features of a coastal town - How else can the coast be used by us? Care of our Environment

from previous times to present day	Care of our Environment		How do we keep natural habitats safe and why?	Economy and Power Creativity and Innovation	Culture and Diversity Economy and Power
Economy and Power Creativity and Innovation Culture and Diversity			Culture and Diversity Economy and Power Creativity and Innovation Care of our Environment		

EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	FUNDAMENTAL MOVEMENT SKILLS	HISTORY	GEOGRAPHY	
- Can sing and follow a melody & can sing or clap increasing and decreasing tempo and pitch. - Chant and sing in two parts while playing a steady beat. - Can perform simple patterns and accompaniments keeping a steady pulse. - Can play a steady beat and simple rhythmic using movement, percussion and body percussion and instrumental ostinato. - Can order sounds to create a beginning,	- Develop and apply footwork and one leg balance via skill development, competitive and cooperative games - Develop and apply jumping and landing and seated balance via skill development, competitive and cooperative games - Develop and apply dynamic balance on a line and stance via skill development, competitive and cooperative games	Time:- 'before', 'after', decades and centuries Elizabethan, Victorian Grandparent Context specific:- Great Fire of London - Pudding Lane, bakery, Thomas Farrinor, Samuel Pepys, Thames Explorer –Captain Cook Christopher Columbus	Physical geography:- Coast - beach, cliff, coast, sea, ocean, river, harbour Inland - forest, hill, mountain, soil, valley, vegetation, season and weather Oceans - Arctic, Atlantic, Indian, Pacific, Southern Human geography:-	- Link Learning through topics and subjects. - Ensure progression of skills and knowledge. - Consolidate & revise skills and knowledge. - Reinforce Key specific vocabulary. 

- Can create music in response to different starting points & choose sounds for effect. - Notate pitch shape and duration using simple line graphics. - Understand and perform rising and falling pitch duration. Understand and explore timbre, texture, beat and rhythm. - Listening to and respond to orchestral music & improving my own work	- Develop and apply their ball skills and counter balance via skill development, competitive and cooperative games - Develop and apply their sending and receiving, reaction and response skills via skill development, competitive and cooperative games - Develop and apply their ball chasing and floor work balance via skill development, competitive and cooperative games GYMNASTICS - Develop and apply shapes and travel on the floor via skills development and thematic warm ups and games - Develop and apply flight and rotation on the floor and apparatus via skills development and thematic warm ups and games DANCE - Develop shapes and circles and create sequences of movement via partnering and artistry. OTHER TOPICS - Development of athletics, OAA, swimming and Team Building skills	Neil Armstrong, Amelia Earhart and Ann Bankcroft Toys: Modern, chronological, past, present, current, generation, material, period, era, Monarchy: king, monarchy, power, queen, ruler city, town, village, factory, farm, house, office, port, and shop United Kingdom (UK) Capital city London, Edinburgh, Cardiff, Belfast Arch, aquarium Bay, capital city, city Cliff, coast Coastline, country data collection, fieldwork, island, harbour, location, locate, mudflat, ocean Pictogram, pier sand dunes, sea, stack tally chart, tourist, town, village Arid, climate, compass, continent, country, desert, equator, globe, grasslands ice sheet, land , locate, map, mild, ocean, pack ice, polar, rain gauge, rainforest, rural, savannah sea, temperate, temperature Thermometer, Tropical, Urban, Vegetation, Weather, Related content	
RELIGIOUS EDUCATION			PSHE
CHRISTIANITY - Who do Christians say made the world? - Why does Christmas matter to Christians? - What is the Good News that Jesus brings? ISLAM - Who is a Muslim and what do they believe? (pt 1) - Who is a Muslim and what do they believe? (pt 2) THEMATIC - What makes some places sacred to believers?		COMPUTING Children will study: IT Around Us, Digital Photography, Robot Algorithms, Pictograms, Digital Music and Programming Quizzes. Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Me and My Relationships Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy

VALUES	
BUILDING LEARNING POWER VALUES - Resourcefulness - Resilience - Reciprocity - Reflectiveness SCHOOL VALUES: - Love - Respect - Friendship - Creativity - Truthfulness - Forgiveness	- 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 - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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
CULTURAL CAPITAL	
BRITISH VALUES: - Democracy - Rule of Law - Individual Liberty - Respect & Tolerance 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 2 wider curriculum themes:- Coastal Investigations – plastics/pollution. Global warming – melting of the Ice caps – (Wonderful World and Exploreres) Climate change Litter and protection of the environment – (Our local area) Toys – Increased use of plastic in toys, how can this change?	Valuing Difference What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem Keeping Myself Safe Harold’s picnic How safe would you feel? What should Harold say? I don’t like that! Fun or not? Should I tell? Some secrets should never be kept Rights and Responsibilities Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Being my Best You can do it! My day

		Harold's postcard – helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do? Growing and Changing A helping hand Sam moves house Haven't you grown? My body. Your body Respecting privacy Basic first aid
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