

Key Skills

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Curriculum Plan Cycle A- Year R/1/2

	Autumn Christian Value: Thankfulness/Respect	Spring Christian Value: Responsibility/Friendship	Summer Christian Value: Endurance/Honesty
RE	<p>LAS Compulsory- God - Christianity KS1\KS1-Compulsory-Unit-God-Christianity.pdf</p> <p>LAS Compulsory- God- Islam KS1\KS1-Compulsory-Unit-God-Islam.pdf</p> <p>Reception - Myself- recognise and explore feelings RE EYFS\EYFS-Myself.pdf</p>	<p>LAS Compulsory- Community - Christianity KS1\KS1-Compulsory-Unit-Community-Christianity.pdf</p> <p>LAS Compulsory- Community- Islam KS1\KS1-Compulsory-Unit-Community-Islam.pdf</p> <p>Reception - My special things- Understand why some things are special/ precious. RE EYFS\EYFS-Our-Special-Things.pdf</p>	<p>LAS- Additional unit Places of worship including Christianity, Islam and Judaism. KS1\KS1-Additional-Unit-Places-of-Worship.pdf</p> <p>Reception - Our special books - know that books are important sources of information and should be handled with care and respect. RE EYFS\EYFS-Our-Special-Books.pdf</p>
PHSE (further details below)	<p>Health and Wellbeing (minimum of 10 lessons)</p>	<p>Relationships (minimum of 10 lessons)</p>	<p>Living in the Wider World (minimum of 10 lessons)</p>

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	<i>Healthy Lifestyles</i>	<i>Growing and Changing</i>	<i>Keeping Safe</i>	<i>Feelings and Emotions</i>	<i>Healthy Relationships</i>	<i>Valuing Difference</i>	<i>Rights and Responsibilities</i>	<i>Environment</i>	<i>Money</i>
	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels Links with Anti-Bullying week?	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives Links with Stay Safe/NSPCC	Respecting similarities and differences in others; sharing views and ideas Links with British Values (Respect, Tolerance)	Group and class rules; everybody is unique in some ways and the same in others Links with British Values (Rule of Law)	Looking after the local environment <i>(CROSS YEARGROUP PROJECT WITH YEAR 2)</i> Links with Global Goals (Climate Change, Life on Land/Below Water)	Where money comes from; how to use money saving and spending money Links with Fairtrade/Global Goals (1) No Poverty
Science***	<p>H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H5. To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Year 1- Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats that they are suited to.</p>			<p>Nursery- Know some names of plants.</p> <p>Begin to say how they are different from each other.</p> <p>Start to describe the features of plants.</p> <p>Reception- Identify and name a variety of common wild and garden plants.</p> <p>Identify and describe the basic structure of plant.</p> <p>Year 1- Identify and name a variety of common plants (including garden plants, wild plants and trees and those that are classified as deciduous and evergreen).</p>			<p>Nursery- Talk about the features of their immediate environment</p> <p>Say how environments vary from one to another.</p> <p>Reception- Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Year 1- Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats that they are suited to.</p>		

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	<p>Year 1- Identify/name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of carnivores, herbivores & omnivores.</p> <p>Describe/compare the body parts of common animals (inc. fish, reptiles, amphibians, birds, mammals and pets).</p>	<p>Describe basic structure of common plants (including root, stem, leaves and flowers).</p> <p>Year 2- Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Describe how plants need water, light, and suitable temp to grow and stay healthy.</p>	<p>Year 1- Identify/name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of carnivores, herbivores & omnivores.</p> <p>Describe/compare the body parts of common animals (inc. fish, reptiles, amphibians, birds, mammals and pets).</p>
<i>Art**</i>	<p>Year 1: Explore and understand the impact of materials. DT?? <i>Use a range of textile equipment including beads and fabric/thread for sewing.</i></p> <p>Nursery: Know that artists create art (different media)</p> <p>Reception: Look at a range of work by different artists</p> <p>Say whether they like or dislike it begin to give reasons why.</p> <p>Year 1 : Explore a range of work by other artists, craft makers and designers. Be able to give their opinion and say why they like/dislike the work of other artists.</p>	<p>Nursery: Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources</p> <p>Selects tools and techniques needed to shape, assemble and join materials</p> <p>Reception: Develop and use texture, colour, line, pattern, shape, form and space</p> <p>Year 1: Explore line and mark making in different ways. Work with a variety of different brushes.</p>	
<i>DT</i>	<p>Food and Nutrition</p> <p>use the basic principles of a healthy and varied diet</p>		
<i>Music</i>	<p>Nursery- Begins to build a repertoire of songs and dances.</p>		<p>Nursery- Make music experimenting with changing.</p>

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	<p>Sing songs, and dance experimenting with changing them. Reception- Use voices to sing songs, chants and rhymes.</p> <p>Explore and create sounds with a variety of untuned instruments.</p> <p>Year 1 - Sing songs, chants & rhymes with some expression. -Experiment to create accompaniments using untuned & tuned instruments.</p> <p>-Perform to an audience.</p>		<p>Explores different sounds of instruments. Reception- Experiment with different sounds to create music. Year 1 - Explore different instruments and ways of making a sound with them.</p> <p>Begin to use symbols to represent sounds.</p> <p>Begin to use technology to record sounds.</p> <p>Nursery-Listen and begin to make comments on others work.</p> <p>Begin to say if music loud / quiet / fast / slow. Reception- Listen to and say dislikes / likes to a range of music. Year 1 - Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p>
<p>Geography</p>		<p>Year 1- Use directional language (left or right, near or far)</p> <p>Study features of the local environment</p> <p>Study features of the local environment</p> <p>Know the 4 countries of the UK Know the capital cities of the UK and surrounding countries</p> <p>Know geographical features of the UK</p>	

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		Use some key vocabulary to describe features of the environment.	
History*	Put things in order Significant to themselves People, photographs Personal Opinions and facts Children begin to ask Who? Where? When? questions. To talk simply about why something happened		
Computing			<u>use technology purposefully to create, organise, store, manipulate and retrieve digital content</u> 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.

*History KS1:

Events in 21st century

Events from the past centuries

Significant individuals from the past to compare life in different periods

Historical event people and places in their locality

**Art Use a variety of media across the year ~ highlight off each term ensuring a mixture has been covered.

Paint (ready mix, powder, block) chalk, charcoal, pastel, pencils (hard / soft) clay, mod roc, crayon, ink (printing) pencil crayon, photographs, fabric (thread, silks) oil, wood (natural leaves etc) felt, collage (paper, card) wet/dry paper, dyes, paper mache, sponges

***Science

Reception- Ask simple questions and recognising that they can be answered in different ways.

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Observe closely, using simple equipment.

Perform simple tests.

Identifying and classifying.

Use observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

Year 1- Ask simple questions and recognising that they can be answered in different ways.

Observe closely using simple equipment.

Perform simple tests and evaluate the findings.

Identify and classify.

Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and displays.

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PSHE Detail:

Year 1 and 2 Year A		PSHE Curriculum Framework Long Term Planning:			
AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y1 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y1 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y1 learning objectives
<p>H1. To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H6/H7. To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) about basic personal hygiene routines and why these are important 	<p>R1. For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>Feelings and emotions</p> <ul style="list-style-type: none"> about recognising how other people are feeling about sharing feelings their own feelings with others 	<p>L1/L2. To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>L8. To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. To understand the ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> about group and class rules and why they are important that everybody is unique about the ways we are the same as other people

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<p>H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H5. To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Growing and changing</p> <ul style="list-style-type: none"> to recognise what they are good at and set simple goals about how it feels when there is change or loss 	<p>R3. To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R9. To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another</p>	<p>Healthy relationships</p> <ul style="list-style-type: none"> about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid about special people in their lives 	<p>L5. To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>Environment</p> <ul style="list-style-type: none"> about looking after the local environment
<p>H11. To learn that household products, including medicines, can be harmful if not used properly</p> <p>H13/H14/H15. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask'</p>	<p>Keeping safe</p> <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used correctly how to ask for help if they are about something 	<p>R5. For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R8. To identify and respect the differences and similarities between people</p>	<p>Valuing difference</p> <ul style="list-style-type: none"> share their views and opinions with others about the importance for respect for the differences and similarities between people 	<p>L6/L7. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>Money</p> <ul style="list-style-type: none"> about where money comes from and what it is used for about spending and saving money (how to use money) about how to keeping money safe

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and 'I'll tell' including knowing that they do not need to keep secrets.

