

Key Skills

Brant Broughton C of E & Methodist



Curriculum Plan Cycle B- Year R/1/2

	Autumn Christian Value: Thankfulness/Respect	Spring Christian Value: Responsibility/Respect	Summer Christian Value: Endurance/Honesty
RE	<p>Reception - Special people to me- recognise and respond appropriately to key figures in their lives.</p> <p>RE EYFS\EYFS-Special-People-to-Me.pdf</p> <p>LAS- Additional unit Creation/ the natural world including Christianity, Islam and Hinduism.</p> <p>Care of the environment and use this as a platform to investigate religious beliefs about human beings and their responsibility to care for the natural world. Make connections between learning about birth rites and creation stories.</p>	<p>Reception - Special Times for me and others- Recognise and respond to key religious events throughout the year.</p> <p>RE EYFS\EYFS-Special-Times-for-Me-and-Others.pdf</p> <p>LAS Compulsory- Life Journeys- Christianity KS1\KS1-Compulsory-Unit-Life-Journey-Christianity.pdf</p> <p>LAS Compulsory- Life Journeys- Islam KS1\KS1-Compulsory-Unit-Life-Journey-Islam.pdf</p>	<p>Reception -Our beautiful world- Explore and respond to the natural world and recognise there are some questions that are difficult to answer.</p> <p>RE EYFS\EYFS-Our-Beautiful-World.pdf</p> <p>LAS Compulsory- Being Human- Christianity KS1\KS1-Compulsory-Unit-Being-Human-Christianity.pdf</p> <p>LAS Compulsory- Being Human- Islam KS1\KS1-Compulsory-Unit-Being-Human-Islam.pdf</p>

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PHSE (for further details see below)	Health and Wellbeing (minimum of 10 lessons)			Relationships (minimum of 10 lessons)			Living in the Wider World (minimum of 10 lessons)		
	<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>
	<p>Healthy choices; different feelings; managing feelings World mental health day - ?? October</p>	<p>Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)</p>	<p>Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts Anti-Bullying week - 12-16th November ? Speak Out Stay Safe/NSPCC/Pants?</p>	<p>Behaviour; bodies and feelings can be hurt</p>	<p>Listening to others and playing cooperatively ; appropriate and inappropriate touch; teasing and bullying</p>	<p>Respecting similarities and differences in others; sharing views and ideas https://educateagainsthate.com/teachers/?filter=classroom-resource Links to British Values: Tolerance, Respect</p>	<p>Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency Links to Global Goals - Partnership (17)</p>	<p>Looking after the local environment (CROSS YEARGROUP PROJECT WITH YEAR 1)</p>	<p>Where money comes from; saving and spending money; making choices; keeping track of money spent/saved Links to Fairtrade, Global Goals (1) No Poverty;</p>
<p>Science***</p>	<p>Nursery- Observe and describe features of animals and plants.</p> <p>Know that animals and plants are living</p> <p>Say how animals and plants are different.</p> <p>Reception- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>			<p>Describe how things move at different speeds, speed up and slow down.</p>			<p>Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats (inc. micro-habitats).</p> <p>Describe how animals get their food from plants and other animals (simple food chain).</p> <p>Identify and name different sources of food.</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>Identify/name sources of light Explain what darkness is.</p> <p>Compare a variety of sources of light.</p> <p>Describe the features of day and night.</p> <p>Describe the movement of the sun across the sky.</p> <p>Identify and compare the suitability of a variety of everyday materials (inc. wood, metal, plastic, glass, brick, rock, paper, cardboard) for certain uses.</p> <p>Describe/compare the body parts of common animals (inc. fish, reptiles, amphibians, birds, mammals and pets).</p> <p>Identify, name and draw basic parts of human body and relate to senses.</p>		<p>Understand that animals, including humans, have offspring that grow into adults.</p> <p>Find out and describe the basic needs of animals for survival (water, food, air).</p> <p>Describe the importance of exercise, eating the right amounts of food and hygiene for humans.</p>
<p><i>Art**</i></p>	<p><i>Nursery:</i> <i>Explore what happens when mixing colours</i></p> <p><i>Manipulate materials to achieve an effect</i> <i>Explore a variety of materials</i></p> <p>Reception: -Use materials to design and make products -Use different materials to create drawing, sculpture and paintings</p>	<p>Investigate a range of techniques to broaden range of drawing techniques. Explore shading with a pencil. Creating light and dark colours by tinting. Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.</p>	<p>Simple dyeing techniques including tie dying, and printing. -Use a variety of the same media eg powder, ready mix paint Practise a variety of methods for dying material.</p>

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	<p>Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. Work alongside an artist in order to make links to their own work. Threading and using a needle to create a stitch. Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture.</p>		
<p style="color: blue;">DT</p>		<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge</p>	<p>Food and Nutrition use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from. Link to Fair Trade - where do bananas/sugar/chocolate come from? How are they produced? Recognise symbol of Fair Trade and have a basic understanding of what this means.</p>

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		<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
Music	<p>Sing songs, chants & rhymes with some expression.</p> <p>Experiment to create accompaniments using untuned & tuned instruments.</p> <p>Perform to an audience. Sing songs creatively adding accompaniments. changing the words and musical qualities.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments.</p> <p>Perform to an audience.</p>	<p>Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns. Adapt symbols representing music to show changes in dynamics (loud/quiet), pitch & tempo.</p> <p>Choose and control sounds to create different moods and effects.</p> <p>Use maps, atlases and globes to identify the UK and selected other countries</p> <p>Construct basic maps using symbols in a key</p>	<p>Respond to different moods in live & recorded music. Understand how different musical elements combined can create a mood. Identify different instruments used in a piece of live & recorded music.</p>
Geography		<p>Know the world has continents and oceans Compare features of the UK to geographical features of 1 chosen country Know the 5 oceans</p> <p>Know the seven continents Know the typical weather of the UK</p> <p>Know hot and cold areas in relation to the equator</p>	
History*	<p>Explore a particular event and how it affected people at the time</p>		

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	<p>Children being to ask why events happened. Put things in order within the topic Offers opinions and facts with some reasoning about an historical event</p>		
Computing			<p>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</p>

***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.
- 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.**

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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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Further PSHE Details

Year 1 and 2 Year B		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 / Y2 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y2 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y2 learning objectives
<p>H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H4. To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> • about making healthy choices • about different kinds of feelings <p>simple strategies to manage feelings</p>	<p>R2/R4/R12. For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</p> <p>R11. To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>Feelings and emotions</p> <ul style="list-style-type: none"> • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt 	<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>L3. To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. For pupils to learn that they belong to various groups</p>	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community <p>how to get their help, including in an emergency</p>

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				<p>and communities such as family and school 'them'</p> <p>L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>	
<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>H8/H9. To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. To know the names for the main parts of the body (including external genitalia) and the bodily similarities and</p>	<p>Growing and changing</p> <ul style="list-style-type: none"> • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls 	<p>R6/R7. To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others</p> <p>R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R13/R14. To learn that there are different types of teasing and bullying, that these are</p>	<p>Healthy relationships</p> <ul style="list-style-type: none"> • about listening to others and playing cooperatively • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening 	<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

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differences between boys and girls		wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help			
<p>H12. To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</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 to keep themselves and others safe, when to say 'yes', 'no', 'I'll ask', 'I'll tell' including knowing they do not need to keep secrets.</p> <p>H16 To learn what is meant by privacy; their right to keep things private; the importance of respecting others privacy;</p>	<p>Keeping safe</p> <ul style="list-style-type: none"> • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about privacy in different contexts 	<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"> • to 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 keep money safe

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