

## Curriculum

At Parkgate Infants & Nursery School we believe in the value of lifelong learning and that people learn new things every day; learning should be a rewarding and enjoyable experience for everyone. Our teaching aims to give children the knowledge, skills and understanding necessary to make informed choices and to help them take responsibility for their own learning.

A new National Curriculum was introduced by the Government in September 2014. We have reviewed our cross curricular based themes to ensure that the classroom environment allows children to learn in a way that motivates, interest them and provides excellent learning opportunities.

At Parkgate Infants & Nursery School **Every aspect of our curriculum is underpinned by the five British values of:**

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

We believe that appropriate learning will lead to happy and rewarding lives.

## English Key Stage 1

**The development of language skills are embedded in every aspect of school life. Each day children have the opportunity to develop their speaking, listening, reading and writing skills. A daily English lesson ensures that all these skills are covered. The school uses Oxford Reading Tree as a core scheme. Phonics is taught using letters and sounds.**

	<b>Reading: word reading</b>	<b>Reading: comprehension</b>
Year 1	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ apply phonic knowledge and skills to decode words</li> <li>☺ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>☺ read accurately by blending sounds in unfamiliar words containing sounds that have been taught</li> <li>☺ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>☺ read words containing taught sounds and –s, –es, –ing, –ed, –er and –est endings ☺ read other words of more than one syllable that contain taught sounds</li> <li>☺ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>☺ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>☺ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>☺ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> </ul> </li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>☺ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>☺ explain clearly their understanding of what is read to them.</li> </ul>
Year 2	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>☺ read accurately by blending the sounds in words that contain the graphemes (sounds) taught so far, especially recognising alternative sounds for graphemes</li> <li>☺ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>☺ read words containing common suffixes</li> <li>☺ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>☺ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>☺ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>☺ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>☺ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>☺ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>☺ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

	<b>Writing: transcription - spelling</b>	<b>Writing: transcription - handwriting</b>	<b>Writing: composition</b>	<b>Writing: vocabulary, grammar and punctuation</b>
<b>Year 1</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ spell: <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> </ul> </li> <li>☺ the days of the week</li> <li>☺ name the letters of the alphabet: <ul style="list-style-type: none"> <li>- naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>☺ add prefixes and suffixes: <ul style="list-style-type: none"> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un–</li> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>☺ write from memory simple sentences dictated by the teacher that include words using the sounds and common exception words taught so far.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>☺ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>☺ form capital letters</li> <li>☺ form digits 0-9</li> <li>☺ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ write sentences by: <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> </li> <li>☺ discuss what they have written with the teacher or other pupils</li> <li>☺ read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ develop their understanding of writing by: <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- joining words and joining clauses using 'and'</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</li> </ul> </li> </ul>
<b>Year 2</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ spell by: <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> </ul> </li> <li>☺ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ form lower-case letters of the correct size relative to one another</li> <li>☺ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>☺ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>☺ use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> </li> <li>☐ consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>☺ make simple additions, revisions and corrections to their own writing by:</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ develop their understanding of writing by: <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>☺ learn how to use: <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- some features of written Standard English</li> </ul> </li> <li>- use and understand the following grammatical terminology when discussing their writing: noun, noun phrase, statement, question, exclamation,</li> </ul> </li> </ul>

	<p>☺ write from memory simple sentences dictated by the teacher that include words using the sounds, common exception words and punctuation taught so far.</p>		<p>- evaluating their writing with the teacher and other pupils          - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form          - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]          ☺ read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma</p>
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### Spoken language

Pupils will be taught to:

- ☺ listen and respond appropriately to adults and their peers
- ☺ ask relevant questions to extend their understanding and knowledge
- ☺ use relevant strategies to build their vocabulary
- ☺ articulate and justify answers, arguments and opinions
- ☺ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ☺ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ☺ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☺ speak audibly and fluently with an increasing command of Standard English
- ☺ participate in discussions, presentations, performances, role play, improvisations and debates
- ☺ gain, maintain and monitor the interest of the listener(s)
- ☺ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ☺ select and use appropriate registers for effective communication.

### Maths

**The daily Mathematics lesson ensures that all children have a well planned and challenging maths education throughout their time at Parkgate Infants & Nursery School. Times tables and mental arithmetic skills are regularly practiced. Maths is also regularly included in other curriculum areas, such as History and Geography.**

	<b>Working mathematically</b>		
Year 1	By the end of year 1, children begin to solve simple problems involving addition and subtraction in familiar contexts such as going shopping, using a range of hands-on equipment, symbols, images and pictures. They begin to use what they know to tackle problems that are more complex and provide simple reasons for their opinions.		
Year 2	By the end of year 2, children will solve problems with one or a small number of simple steps. Children will discuss their understanding and begin to explain their thinking using appropriate mathematical vocabulary, hands-on resources and different ways of recording. They will ask simple questions relevant to the problem and begin to suggest ways of solving them		
	<b>Number</b>		
Year 1	<b>Counting and understanding numbers</b> Children will identify and represent numbers using objects, pictures and models, such as the number line, and use 'equal to, more than, less than (fewer), most and least.'	<b>Calculating</b> Children will understand known addition and subtraction facts within 20, including zero. They will demonstrate an understanding of multiplication and division through	<b>Fractions</b> Through play and hands-on resources, children will find and name half and one quarter of objects, shapes and quantities.

	Children will accurately count numbers to, and across, 100 forwards and backwards from any given number with increasing understanding. They count, read, write and order numbers in numerals up to 100 and from 1 to 20 in words. When given a number, they can identify one more and one less. They can count in multiples of twos, fives and tens.	grouping and sharing using hands-on resources, pictorial representations and arrays (2, 5 and 10). They understand doubling and halving small quantities	
Year 2	Children will develop their understanding of place value of numbers to at least 100 and apply this when ordering, comparing, estimating and rounding. Children begin to understand zero as a place holder as this is the foundation for manipulating larger numbers in subsequent years. Children will count fluently forwards and backwards up to and beyond 100 in multiples of 2, 3, 5 and 10 from any number. They will use hands-on resources to help them understand and apply their knowledge of place value in two digit numbers, representing the numbers in a variety of different ways.	Children learn that addition and multiplication number sentences can be re-ordered and the answer remains the same (commutativity) such as $9+5+1=5+1+9$ . They learn that this is not the case with subtraction and division. They solve a variety of problems using mental and written calculations for +, -, x, ÷ in practical contexts. These methods will include partitioning which is where the number is broken up into more manageable parts (e.g. $64 = 60 + 4$ or $50 + 14$ ), re-ordering (e.g. moving the larger number to the beginning of the number sentence when adding several small numbers) and using a number line. Children will know the 2, 5 and 10 times tables, as well as the matching division facts ( $4 \times 5 = 20$ , $20 \div 5 = 4$ ) and can recall them quickly and accurately. They apply their knowledge of addition and subtraction facts to 20 and can use these to work out facts up to 100.	Throughout year 2, children will develop their understanding of fractions and the link to division. They explore this concept using pictures, images and hands-on resources. They will solve problems involving fractions (e.g. find $\frac{1}{3}$ of the hexagon or $\frac{1}{4}$ of the marbles) and record what they have done. They will count regularly and fluently in fractions such as $\frac{1}{2}$ and $\frac{1}{4}$ forwards and backwards and, through positioning them on a number line, understand that some have the same value (equivalent) e.g. $\frac{1}{2} = \frac{2}{4}$ .
<b>Measurement</b>			
Year 1	Children will begin to measure using non-standard units (finger widths, blocks etc.) moving to standard units of measure (e.g. cm) using tools such as a ruler, weighing scales and containers. They will begin to record and compare measurements such as lengths and heights, mass and weight, capacity and volume using language such as long / short; heavy / light; full / half-full / empty. They will tell the time to the hour, half past the hour and be able to sequence events in chronological order using precise language (for example, before and after, next, first, today etc.). Children will recognise and know the value of different denominations of coins and notes.		
Year 2	Children will estimate, choose, use and compare a variety of measurements for length, mass, temperature, capacity, time and money. By the end of year 2, they will use measuring apparatus such as rulers accurately. They will use their knowledge of measurement to solve problems (e.g. how many ways to make 50p). They extend their understanding of time to tell and write it on an analogue clock to 5 minute intervals, including quarter past / to the hour. They will know key time related facts (minutes in an hour, hours in a day) and relate this to their everyday life.		
<b>Geometry</b>			
Year 1	Children will recognise and name common 2-D shapes, e.g. rectangles (including squares), circles and triangles, and 3-D shapes, e.g. cuboids (including cubes, pyramids and spheres) in different orientations and sizes. They will describe position, direction and movement, including whole, half and three quarter turns.		
Year 2	Children will identify, describe, compare and sort common 2-D and 3-D shapes according to their properties (sides, vertices, edges, faces) and apply this knowledge to solve simple problems. They develop their understanding by finding examples of 3-D shapes in the real world and exploring the 2-D shapes that can be found on them (e.g. a circle is one of the faces on a cylinder). Children begin to describe position, direction and movement in a range of different situations, including understanding rotation (turning through right angles clockwise and anti-clockwise). They use their knowledge of shape in patterns and sequences.		
<b>Statistics</b>			
Year 1	In preparation for year 2, children will begin to compare, sort and classify information, including through cross curricular links e.g. science – sorting materials into groups according to their properties. They will also begin to construct simple pictograms and tables.		

Year 2	Children sort and compare information, communicating findings by asking and answering questions. They will draw simple pictograms, tally charts and tables.
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## Science

<b>Science topics are a part of every term's work. Science aims to develop the skills of planning, hypothesising and predicting, designing and carrying out investigations.</b>				
	<b>Plants</b>	<b>Animals, including humans</b>	<b>Everyday materials</b>	<b>Seasonal changes</b>
Year 1	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>☺ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>☺ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>☺ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>☺ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ distinguish between an object and the material from which it is made</li> <li>☺ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>☺ describe the simple physical properties of a variety of everyday materials</li> <li>☺ compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ observe changes across the four seasons</li> <li>☺ observe and describe weather associated with the seasons and how day length varies.</li> </ul>
	<b>Living things and their habitats</b>	<b>Plants</b>	<b>Animals, including humans</b>	<b>Uses of everyday materials</b>
Year 2	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>☺ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ observe and describe how seeds and bulbs grow into mature plants</li> <li>☺ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ notice that animals, including humans, have offspring which grow into adults</li> <li>☺ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>☺ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>☺ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>☺ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

## Computing

**Computing is increasingly integrated into the curriculum. There are laptop trolleys for each year group, class computers and two iPad trolleys. The school has a networked computer system throughout the school. Computers are seen as an aid to learning, rather than as an end in themselves. The children have opportunities to develop their word processing and graphics skills as well learning about coding, programming and using social media.**

Getting creative	Starting research	Talking and sharing
<p>Children develop their understanding of digital texts, creating their own digital content (still, moving and animated image and word) using a range of devices and software with increased precision. They demonstrate understanding of some of the devices they use. They use unplugged approaches to support their understanding of algorithms.</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>☺ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>☺ create and debug simple programs</li> <li>☺ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>☺ recognise common uses of information technology beyond school</li> <li>☺ 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.</li> </ul>	<p>Children develop understanding of researching using both digital and non-digital sources, understanding they need to check what they discover. They use charts, graphs and mind maps to present the results of their research.</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>☺ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>☺ recognise common uses of information technology beyond school</li> <li>☺ 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.</li> </ul>	<p>Children explore various ways of conveying messages using both digital and non-digital systems. They use emails and respond to blogs. They explore very simple onscreen simulations and link these to their understanding of algorithms.</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>☺ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>☺ use logical reasoning to predict the behaviour of simple programs</li> <li>☺ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>☺ recognise common uses of information technology beyond school</li> <li>☺ 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.</li> </ul>

## Personal, Social & Health Education

The school follows the 'Jigsaw' Scheme and there is a dedicated session each week at the same time for all classes. It focuses on many areas including disability, friendships, drugs and sex education. This is an important part of the children's development and additional time may be allocated to deal with issues or problems which arise.

## Art and Design

**Art work will often develop a particular skill e.g. colour mixing, or the study of a particular artist. Other work will complement other areas of the curriculum e.g. their topic or language work. Children have the opportunity to develop their skills in painting, drawing, printing, collage work, modelling, pottery and fabric work. Children use a sketchbook to develop their ideas.**

	<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Collage</b>	<b>Sculpture</b>	<b>Textiles</b>
Year 1	Pupils will be taught to: ☺ show more control in mark making and patterns ☺ draw with a variety of drawing tools ☺ demonstrate improved understanding of patterns using repeated shapes and marks ☺ experiment with line, space, tone and shape ☺ draw from real life observation, memory and using their imagination	Pupils will be taught to: ☺ mix primary colours to make new colours ☺ apply paints in different ways, e.g. with brushes, fingers, sticks, rollers ☺ use colour and tone to make paintings of things seen or imagined	Pupils will be taught to: ☺ print with a variety of objects ☺ show pattern and sequence ☺ make string block prints or impressions on polystyrene - mono prints ☺ make rubbings to collect textures and patterns	Pupils will be taught to: ☺ continue to develop the vocabulary of relates to texture ☺ develop textured surfaces using different media, e.g. torn or folded paper, fabrics, threads, wools, natural and man made materials	Pupils will be taught to: ☺ use basic techniques when using 3D media, e.g. rolling out clay, completing simple weaving ☺ use found natural materials and man made materials ☺ work on a large and small scale ☺ talk about their own sculptures and the work of others	Pupils will be taught to: ☺ test and explore uses for fabric and thread ☺ discuss fabric textures - feel and sort fabrics ☺ make collections of different threads - thick, thin etc ☺ create drawstring structures, lacing and threading
Year 2	Pupils will be taught to: ☺ use lines and patterns in an informed way, recreating the marks and patterns seen in a natural object for example ☺ experiment with line, space, tone and shape ☺ discuss drawings with greater understanding	Pupils will be taught to: ☺ observe more closely and talk confidently about colour ☺ mix colours to match those in natural objects ☺ have a developing understanding of the work of some famous artists and art movements	Pupils will be taught to: ☺ print with a variety of objects ☺ use repeated pattern and sequence	Pupils will be taught to: ☺ create and combine contrasting textures ☺ secure textured fabrics, threads and other items to a surface ☺ use the language of texture in explanations ☺ use simple organic leaf shapes in negative and positive positions - based on Matisse	Pupils will be taught to: ☺ use basic techniques in three dimensions - twisting, stretching, squashing and bending materials to make a sculpture ☺ show more control when handling materials ☺ create a sculpture for a specific purpose	Pupils will be taught to: ☺ look closely at textile designs from a specific culture ☺ analyse and recreate patterns

RE

**Religious Education is taught to all children teaching and during school assemblies. The children are involved in learning about many religions of the world. The teaching of Religion Education follows the guidelines laid down by Hertfordshire County Council in the agreed syllabus. Parents have the right to withdraw their children from Religious Education and those wishing to do so should consult with the Headteacher.**

Year 1	<b>Thanking God for nature</b> The wonder of nature. Thankfulness for nature.	<b>Light and Christmas</b>	<b>Belonging</b> Belonging to a family. Welcoming babies into the family.	<b>Easter</b> Giving up something for love.	<b>Books and stories</b> Special books and how they are read and handled by pupils and faith groups
Year 2	<b>Signs and symbols</b> Signs and symbols in everyday life. Religious artefacts.	<b>Christmas</b> Giving and receiving at Christmas.	<b>Special places</b> What do Christians do when they go to church?	<b>Easter</b> Why is Easter important to Christians?	<b>Religious leaders</b> The work of religious leaders within the community. <b>Easy questions – difficult answers</b>

					The ultimate questions raised by the natural world
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## Design and Technology

Within each year group the curriculum will include the teaching of specific skills and provide opportunities for the children to apply these skills in 'design and make' projects.				
	Design	Make	Evaluate	Technical Knowledge
Year 1	To generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and, where appropriate, information and communication technology.	To select from and use a range of tools and equipment to perform practical task (for example, cutting, shaping, joining and finishing).  To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	To explore and evaluate a range of existing products.  To evaluate their ideas and products against design criteria.	To build structures, exploring how they can be made stronger, stiffer and more stable.  To explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

	Textiles (templates and joining)	Mechanisms (wheels and axles)	Food and nutrition (fruit and vegetables)
Year 2	<p>The pupils will be taught to:</p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>☺ Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>☺ Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>☺ Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>☺ Select from and use textiles according to their characteristics.</li> </ul> <p><b>Evaluating</b> ☺ Explore and evaluate a range of existing textile products relevant to the project being undertaken.</p> <ul style="list-style-type: none"> <li>☺ Evaluate their ideas throughout and their final products against original design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>☺ Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>☺ Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> </ul>	<p>The pupils will be taught to:</p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>☺ Generate initial ideas and simple design criteria through talking and using own experiences.</li> <li>☺ Develop and communicate ideas through drawings and mock-ups.</li> </ul> <p>☺ Making</p> <ul style="list-style-type: none"> <li>☺ Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>☺ Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> </ul> <p>☺ Evaluating</p> <ul style="list-style-type: none"> <li>☺ Explore and evaluate a range of products with wheels and axles.</li> <li>☺ Evaluate their ideas throughout and their products against original criteria.</li> </ul> <p>☺ Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>☺ Explore and use wheels, axles and axle holders.</li> <li>☺ Distinguish between fixed and freely moving axles.</li> <li>☺ Know and use technical vocabulary relevant to the project.</li> </ul>	<p>The pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☺ Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>☺ Understand where food comes from.</li> </ul> <p>This aspect of design and technology should be taught in each of the 3 terms with a focus on seasonal fruit and vegetables. The focus is on combining a variety of fruits and vegetables to make simple recipes, e.g. salads and juices (fruit and vegetables).</p>

<ul style="list-style-type: none"> <li>☺ Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> <li>☺ Know and use technical vocabulary relevant to the project.</li> </ul>		
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## Geography KS1

Geographical themes include food, weather, the world, rivers, settlement, and the environment. A study of places is included in a number of topics, as are the skills of map reading, investigating geographical features and using geographical language.				
	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
Year 1 and Year 2	<ul style="list-style-type: none"> <li>☺ To name and locate the world's seven continents and five oceans.</li> <li>☺ To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>☺ To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<p>To identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>☺ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>☺ Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To 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.</p> <p>To 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.</p>

## History

The teaching of History aims to develop a sense of chronology and the ability to enquire, organise, interpret and understand. Historical themes are a focus of many topics.	
Year 1 and Year 2	<ul style="list-style-type: none"> <li>☺ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>☺ Events beyond living memory that are significant nationally or globally, eg. Great Fire of London</li> <li>☺ 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. Eg. Elizabeth I and Florence Nightingale.</li> </ul>

## Music

In addition to a weekly class Music Lesson and whole school singing, children have the opportunity to take part in a variety of musical activities. All children in Year 2 have the opportunity to learn the recorder as part of the curriculum.			
	Performing music	Listening to and appraising music	Creating music

Year 1 and Year 2	<ul style="list-style-type: none"> <li>☺ Sing expressively and creatively through learning a simple repertoire of songs including action songs.</li> <li>☺ Play tuned and untuned instruments musically.</li> <li>☺ Perform simple melodies and rhythms to a steady pulse, using very basic notation as a guide.</li> <li>☺ Perform as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Listen with concentration to a range of high quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>☺ Begin to create short musical phrases and select sounds that are appropriate for the context.</li> </ul>
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## PE

All children have regular PE lessons both with their class teachers and specialist sports and dance teachers. These include indoor gym and outdoor games lessons which focus on particular games or skills such as dance.

Year 1 and Year 2	<ul style="list-style-type: none"> <li>☺ Master basic movements eg, running, jumping, throwing, catching, balance, agility and co-ordination.</li> <li>☺ Participate in team games.</li> <li>☺ Perform dances using simple movement.</li> </ul>
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## Topics

Year	Autumn	Spring	Summer
A	Harvest	Book Week	Active week and theme day
	999	Big Adventure	Sensational
	Stories people tell	Local Area – Watford	Water World
	Christmas		
B	Harvest	Book Week	Active week and theme day
	Eureka	Beyond our World	Alive and Kicking
	Media Mania	Our Island Home	Time Travellers
	Christmas		