

Curriculum Plans for Year 1/2 - Cycle A

Being updated from Autumn 2024



Curriculum Intent Statement

The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children's moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.

Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.

The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.

The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.

Our curriculum is planned in a two-year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.

Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

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	AUTUMN	SPRING	SUMMER
<p>Following on from EYFS In Year 1 (and in Y2 as appropriate) we also use Read, Write Inc. phonics and from Year 2 we use the Read Write Inc. spelling programme. From this we also plan from a variety of high-quality resources such as CLPE and Literacy Shed so that plans and resources cover all aspects of English, including SPaG, within the context of a wide range of fiction, non-fiction and poetry genres, such as traditional tales, recounts and performance poem.</p> <p>In addition to this we use Accelerated Reader to enhance our reading curriculum, and the grammar and spelling area of the Sumdog online learning platform. We also ensure that a high quality story/ poem is shared with the children daily. We use book lists such as Pie Corbett's Book Spine for Stories and Poetry to ensure quality and progression.</p> <p>We teach different genres across the year so that children have a broad breadth of inspiration for writing. We use Knowledge Organisers to help us ensure that we have good coverage. The knowledge organisers can be found on our shared drive and should be used as a basis for all planning.</p> <p>NB All planning should be used alongside English progression and assessment grids.</p>			
English	<p>Genres to be covered this term (2 per half term):</p> <p>Labels, lists and captions Diary Extract/Recount Poems on a theme Instructions</p> <p>SPAG Focus</p>	<p>Genres to be covered this term (2 per half term):</p> <p>What am I? Poems Letter Postcards Newspaper (Recount)</p> <p>SPAG Focus</p>	<p>Genres to be covered this term (2 per half term):</p> <p>Information Text Setting Description Character Description Non-Chronological Report Adventure Story</p> <p>SPAG Focus</p>
	<p><i>Grammar/ Punctuation focus (for more detail please refer to Grammar and Punctuation progression grid and RWI planning):</i></p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words. 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 3. Begin to use 'and' or 'but' or 'or' to join sentences. 4. Use capital letters for proper names. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Learn how to use sentences with different forms: statement, question, exclamation, command. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 4 Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns. 5. Use commas in lists 6. Use apostrophes for contractions <p><i>Spelling focus:</i></p>	<p><i>Grammar focus/ Punctuation focus (for more detail please refer to Grammar and Punctuation progression grid and RWI planning) :</i></p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Use capital letters for the names of people, places, the days of the week and the personal pronoun I 3. Begin to use 'and' or 'but' or 'or' to join sentences. 4. Demarcate sentences using capital letters, full stops, exclamation and question marks. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. Also use commas in lists. 2. Use expanded noun phrases to describe/ specify e.g adjectives to describe nouns. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 4. Use conjunctions (when, if, because, ...) to join subordinate clauses. 5. Learn how to use sentences with different forms: statement, question, exclamation, command. 	<p><i>Grammar focus Punctuation focus (for more detail please refer to Grammar and Punctuation progression grid):</i></p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Revise the grammar taught for Year 1, using both familiar and new punctuation correctly. 2. Join words and clauses using and, then, also. 3. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use the past tense correctly and consistently, including the progressive form and also including question marks, commas for lists). 2. Use some features of written Standard English. 3. Learn the grammar for Year 2. 4. Use sentences with different forms: statement, question, exclamation, etc. 5. Use subordination (using when, if, that, or because) and coordination (using or, and, or but). 6. Expand noun phrases to describe and specify 7. Consistently use punctuation correctly including question marks and commas for lists.

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	Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2	<p>6. Use apostrophes for contractions and possessive singular.</p> <p>7. Write sentences with different forms: statement, question, exclamation, command</p> <p>Spelling focus: Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2.</p>	<p>Spelling focus:</p> <p>Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2</p>
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Maths	<p>We follow White Rose Maths as our main programme of study. Teachers also ensure that their practice is updated and effective through links with that we formed with The Great North Maths Hub and national focuses as they occur. We have been involved with the Maths Mastery training with the maths hub since 2019</p> <p>We also use CGP Maths to provide responsive and effective weekly homework and consolidation tasks that are directly linked to the current learning. In addition to this, we also are able to use the Sumdog online adaptive learning programme to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these sites, teachers can set work which is appropriate to individual learners as well as setting goals and challenges.</p> <p>Overviews and links of planning and resources for parents to understand the White Rose Maths scheme are provided on the school's maths curriculum webpage.</p>
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	<p>Teachers plan their Geography medium term plans using the David Whetherly scheme of work, linking to the local area where appropriate. <u>Please use alongside Geography progression and assessment grids.</u></p>
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Geography	<p style="text-align: center;"><u>What is the geography of where I live like? Local Environment</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. Use basic geographical vocabulary to refer to key physical and human features. 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 style="text-align: center;"><u>Coasts: What do we find at places where the land meets the sea?</u></p> <p style="text-align: center;">Trip ideas: see History</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features 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 style="text-align: center;"><u>St Lucia: Whereabouts in the world is home for Denise and how does it compare with where I live?</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
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<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. 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><i>Key Questions/ I can statements:</i></p> <p><i>What is the geography of where I live like?</i></p>	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. <p><i>Key Questions/ I can statements:</i></p> <p><i>What do we find at places where the land meets the sea?</i></p>	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human geographical features 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments 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><i>Key Questions/ I can statements:</i></p> <p><i>Whereabouts in the world is home for Denise and how does it compare to where I live?</i></p>
<p>Teachers plan their History medium term plans from a variety of sources to take account of the objectives and key questions we want the children to answer as our curriculum is bespoke to us, using the great history of our local area and does not necessarily fit easily within a purchased scheme of work. Where possible we use 'Key Stage History' and are currently developing our key questions to align with this.</p> <p><u>Please use this document alongside History progression and assessment grids.</u></p>		
<p>History</p>	<p><u>The first aeroplane flight</u></p> <p>Trip ideas:</p> <ul style="list-style-type: none"> Place known events and objects in chronological order (timeline of the people/events) Find answers to some simple questions about the past from some simple sources of information (historical enquiry) 	<p><u>Grace Darling</u></p> <p>Looking at the changes in the coastguard and lifeboats over time.</p> <p>Trip ideas: Grace Darling Museum and resting place, Bamburgh, RNLI</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time (chronological understanding)
	<p><u>Queen Elizabeth 1</u></p> <p>Trip ideas:</p> <ul style="list-style-type: none"> Place known events and objects in chronological order (timeline of the people/events) Find answers to some simple questions about the past from some simple sources of information (historical enquiry) 	

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	<ul style="list-style-type: none"> • Speak about how he/she found out about the past. • Record what they have learned by drawing or writing • Describe where the people and events they have studied fit within chronological framework and identify similarities and differences between ways of life in different periods. • Describe changes within living memory and aspects of change in national life • Describe events beyond living memory that are significant nationally or globally • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different <p>Key Questions:</p> <p>Who invented the first airplane?</p> <p>How has transport in the air changed?</p>	<ul style="list-style-type: none"> • Understand key features of events (understanding of events, people and changes) • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Show an awareness of the past, using common words and phrases relating to the passing of time • Describe changes within living memory • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Grace Darling). • Describe significant historical events, people and places in their own locality (Grace Darling) <p>Key Questions:</p> <p>Why did Grace Darling act the way she did?</p>	<ul style="list-style-type: none"> • Speak about how he/she found out about the past. • Record what they have learned by drawing or writing • Describe where the people and events they have studied fit within chronological framework and identify similarities and differences between ways of life in different periods. • Describe changes within living memory and aspects of change in national life • Describe events beyond living memory that are significant nationally or globally • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different <p>Key Questions:</p> <p>Who was Elizabeth I?</p> <p>What was Queen Elizabeth I like?</p>
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Science	<p>Teachers plan their Science medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not necessarily fit easily within a purchased scheme of work. However, following Science being a priority on the SDP 2021-22 we now supplement our planning with PLAN Primary Science. <u>Please use alongside Science progression and assessment grids.</u></p> <p style="text-align: center;">Science Ongoing Objectives</p> <ul style="list-style-type: none"> · Ask simple questions and recognise that they can be answered in different ways (Year 1 focus) · Use simple equipment to observe closely (Year 1 focus) · Perform simple tests (Year 1 focus) · Identify and classify (Year 1 focus) · Use his/her observations and ideas to suggest answers to questions (Year 1 focus) · Gather and record data to help in answering questions (Year 1 focus) · Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus) · Use simple equipment to observe closely including changes over time (Year 2 focus) · Perform simple comparative tests (Year 2 focus) · Identify, group and classify (Year 2 focus) · Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)
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· Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)

Animals including humans

Focusing on animals which live on and in our local coastlines and seas.

Trip ideas: (Amble lobster hatchery - experience the life cycle of a lobster and possibly release some into rock pools)

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Understand that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival (water, food and air)

Materials and their uses

Trip ideas: Planetarium, Centre for life.

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Key Questions/ I can statements:

What materials are good to make a rocket transporter?

Plants and seasonal changes

Looking at the different plants and animals in our wonderful world.

Trip ideas: Northumberland Zoo, Ingram Valley (river dipping, looking at local plants et.)

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Runner bean experiment (because EYFS grow cress) - grow a bean in different environments with different necessities including hydroponics.

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	<ul style="list-style-type: none"> · Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Explore and compare the differences between things that are living, dead, and things that have never been alive · 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 · Identify and name a variety of plants and animals in their habitats, including micro-habitats <ul style="list-style-type: none"> · Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Key Questions / I can statements:</p> <p>What are the basic needs of animals?</p> <p>What is a herbivore, omnivore and carnivore?</p> <p>What animals live in the local area and why?</p>	<p>I can explain the difference between reversible and non-reversible changes.</p>	<p>Key Questions/ I can statements:</p> <p>I can explain the conditions needed for plants to grow.</p> <p>I understand and can explain the changes across the 4 seasons.</p>
RE	<p>We use the Northumberland County Council Agreed Syllabus - these headings may change at a new curriculum was launched in June 2022 and we are looking to trial implementing it before its statutory implementation in September 2023. As the year progresses this section of the long term planning will be added to.</p> <p>Autumn 1:</p> <p style="padding-left: 40px;">1.2: Who do Christians say made the world? (UC: Creation)</p> <p>Autumn 2:</p> <p style="padding-left: 40px;">1.3: Why does Christmas matter to Christians? (UC: Incarnation)</p>	<p>We use the Northumberland County Council Agreed Syllabus - these headings may change at a new curriculum was launched in June 2022 and we are looking to trial implementing it before its statutory implementation in September 2023. As the year progresses this section of the long term planning will be added to.</p> <p>Spring 1:</p> <p style="padding-left: 40px;">1.6: Who is Muslim and how do they live? (Part 1)</p> <p>Spring 2:</p> <p style="padding-left: 40px;">1.7: Who is Jewish and how do they live? (Part 1)</p>	<p>We use the Northumberland County Council Agreed Syllabus - these headings may change at a new curriculum was launched in June 2022 and we are looking to trial implementing it before its statutory implementation in September 2023. As the year progresses this section of the long term planning will be added to.</p> <p>Summer 1:</p> <p style="padding-left: 40px;">1.4: What is the 'Good News' Christians believe Jesus brings? (UC: Gospel)</p> <p>Summer 2:</p> <p style="padding-left: 40px;">1.8: What makes some places sacred to believers?</p>

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E - Safety	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour including on School 360. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p style="color: red;"><u>The computing curriculum we use NCCE planning for our Computing Curriculum - Please see separate plans</u></p> <p>We also link our E Safety to the PSHE/ RHSE which is planned from the PSHE Association updated curriculum especially Safe Relationships and Digital Resilience</p> <p><u>From Autumn 2022 we are currently developing our links with NSPCC Speak Out Stay Safe Programme and this will be updated accordingly.</u></p>		
	<p>In addition to the above we also ensure we cover:</p> <p style="text-align: center;"><u>Staying Safe Online</u></p> <p>Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> <p>Smartie the Penguin on UK Safer Internet Centre website</p>	<p>In addition to the above we also ensure we cover:</p> <p style="text-align: center;"><u>Follow the Digital Trail</u> (common sense media)</p> <p>Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>	<p>In addition to the above we also ensure we cover:</p> <p style="text-align: center;"><u>Being a good friend online</u></p> <p style="text-align: center;">Digiduck's big decision on Childnet.com</p>

D&T	<p><u>Structures: Constructing a Windmill</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. 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, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. <p style="color: teal;">Key Questions: How do sails on a windmill move?</p>	<p><u>Textiles - Puppets</u></p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves or 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. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. <p style="color: teal;">Key Questions: What types of joining methods work for fabrics?</p>	<p><u>Cooking and Nutrition: Smoothies</u></p> <ul style="list-style-type: none"> Understand where foods come from. Use the principles of a healthy and varied diet to prepare dishes. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. <p style="color: teal;">Key Questions: How can I prepare fruits and vegetables to make smoothies?</p>
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	<p>Our Forest Schools area and the learning that comes from this is one of our highly valued and unique resources where a number of important DT skills can be taught and practiced. Therefore, we are working to develop how these subjects can be combined across the year.</p>	<p>Our Forest Schools area and the learning that comes from this is one of our highly valued and unique resources where a number of important DT skills can be taught and practiced. Therefore, we are working to develop how these subjects can be combined across the year.</p>	<p>Our Forest Schools area and the learning that comes from this is one of our highly valued and unique resources where a number of important DT skills can be taught and practiced. Therefore, we are working to develop how these subjects can be combined across the year.</p>
Art & Design	<p>We are currently looking to showcase the commitment we have as a school to The Arts and are preparing to show this through the ArtsMark process therefore events and opportunities may be planned in addition to the planning below across the year and will be added in accordingly.</p> <p style="text-align: center;"><u>Drawing: Making your Mark</u></p> <p>To understand and use different line types and mark making techniques in drawing.</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>I can statements: Who is Bridget Riley? I can make choices about which materials to use to create an effect. I can describe and compare features of my own work and others' artwork.</p>	<p>We are currently looking to showcase the commitment we have as a school to The Arts and are preparing to show this through the ArtsMark process therefore events and opportunities may be planned in addition to the planning below across the year and will be added in accordingly.</p> <p style="text-align: center;"><u>Painting and Mixed Media: Colour Splash</u></p> <p>To learn about primary and secondary colours, colour mixing techniques and applying these skills in painting and printing.</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To use a range of materials creatively to design and make products. <p>Key Questions/I can statements: Who was Jasper Johns? I can mix secondary colours. I can choose to paint with colours that look good next to each other. I can describe my plate and compare it to others.</p>	<p>We are currently looking to showcase the commitment we have as a school to The Arts and are preparing to show this through the ArtsMark process therefore events and opportunities may be planned in addition to the planning below across the year and will be added in accordingly.</p> <p style="text-align: center;"><u>Sculpture and 3D: Clay Houses</u></p> <p>To understand how to shape and decorate clay, create a pinch pot and design and create a clay lighthouse.</p> <ul style="list-style-type: none"> Use materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key Questions: Who is Rachel Whiteread? I can use my design to guide my clay work. I can use both pressing in and joining clay techniques.</p>

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Music	<p>Autumn 1:</p> <p style="text-align: center;">Pulse & tempo</p> <p>-Identifying and explaining both pulse and tempo -Appraising and performing songs to demonstrate pulse and tempo</p> <p>Autumn 2:</p> <p style="text-align: center;">Traditional Carols and Hymns/ Nativity Performance</p>	<p>Spring 1:</p> <p style="text-align: center;">Dynamics</p> <p>-Explaining dynamics. -Appraising and labelling/identifying songs with changing dynamics. -Creating own dynamics with a given piece of music.</p> <p>Spring 2:</p> <p style="text-align: center;">Pitch & duration</p> <p>-Explaining duration: Frog, tadpole, butterfly, caterpillar images to show differences in types of notes/ duration. -Pitch: learning scales (singing/ playing notes that go together melodically).</p>	<p>Summer 1:</p> <p style="text-align: center;">Rhythm & texture</p> <p>-Explaining texture in music with examples. -Explain Rhythm (different to pulse). -Create own rhythms then lead to polyrhythms to create thicker/ greater texture. Learn rounds songs to perform rhythms and create texture (can be either/ both singing or playing instruments).</p> <p>Summer 2:</p> <p style="text-align: center;">End of year service songs and practise</p>
PE	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).</p> <p>Fundamentals (7 Weeks)</p> <p>Following Year 1 plans on GetSet4PE - https://pe.getset4education.co.uk/lesson/ks1/fundamentals?years=1000</p> <p>Skills learnt:</p> <ul style="list-style-type: none"> • Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination • Social: collaboration, work safely, support others • Emotional: determination, self regulation, honesty, perseverance • Thinking: comprehension, select and apply skills <p>Fitness (7 Weeks)</p>	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks)</p> <p>Gymnastics (15 weeks)</p> <p>Following Year 2 plans on GetSet4PE - https://pe.getset4education.co.uk/lesson/ks1/gymnastics?years=1001</p> <p>Skills learnt:</p> <ul style="list-style-type: none"> • Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll • Social: leadership, work safely, respect • Emotional: confidence, independence • Thinking: select and apply actions, creativity <p>Dance (8 Weeks)</p>	<p>Daily Mile - The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends (32 weeks).</p> <p>Athletics (9 Weeks)</p> <p>Following Year 2 plans on GetSet4PE plus Sports day practise.</p> <p>https://pe.getset4education.co.uk/lesson/ks1/athletics?years=1001</p> <p>Skills learnt:</p> <ul style="list-style-type: none"> • Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy • Social: communication, work safely, support others • Emotional: determination, independence

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Following Year 2 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/fitness?years=1001>

Skills learnt:

- Physical: run, stamina, skip, co-ordination, agility, strength, balance
- Social: encourage others, communication
- Emotional: determination, perseverance
- Thinking: comprehension, identify strengths and areas for improvement

Sending and Receiving (7 Weeks)

Following Year 1 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/sending-and-receiving?years=1000>

Skills learnt:

- Physical: roll, throw, catch, track, kick, receive with feet, send with racket
- Social: support others, communication
- Emotional: determination, honesty, independence
- Thinking: comprehension, select and apply skills

Ball Skills (7 Weeks)

Following Year 2 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/ball-skills?years=1001>

Skills learnt:

- Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands
- Social: inclusion, communication, collaboration, leadership
- Emotional: independence, honesty, perseverance, determination

Following Year 1 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/dance?years=1000>

Skills learnt:

- Physical: actions, dynamics, space, relationships
- Social: respect, work safely, collaboration, communication
- Emotional: empathy, confidence, acceptance, determination, kindness
- Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall

Yoga (4 weeks)

Following Year 2 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/yoga?years=1001>

Skills learnt:

- Physical: balance, flexibility, strength, co-ordination
- Social: respect, leadership, work safely, collaboration
- Emotional: confidence, perseverance, honesty, focus, identify feelings
- Thinking: create, select and apply, comprehension, decision making, reflection

Target Games (6 Weeks)

Following Year 2 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/target-games?years=1001>

Skills learnt:

- Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills

Striking and Feilding (6 Weeks)

Following Year 2 plans on GetSet4PE -
<https://pe.getset4education.co.uk/lesson/ks1/striking-and-fielding-games?years=1001>

Skills learnt:

- Physical: underarm throw, overarm throw, catch, track, bowl, bat
- Social: communication, encourage others, collaboration
- Emotional: honesty, perseverance, determination, acceptance
- Thinking: use tactics, comprehension, select and apply, decision making

Forest Schools (6 Weeks)

Net and Wall games (6 weeks)

Following Year 2 plans on GetSet4PE and using the LTA resources to support skills and delivery -
<https://pe.getset4education.co.uk/lesson/ks1/net-and-wall-games?years=1001>

Skills learnt:

- Physical: throw, catch, hit, track
- Social: co-operation, respect, support others
- Emotional: perseverance, honesty
- Thinking: select and apply, reflection, decision making, comprehension

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	<ul style="list-style-type: none"> Thinking: comprehension, select and apply skills, use tactics 	<ul style="list-style-type: none"> Physical: roll, overarm throw, underarm throw, strike, dodge, jump Social: congratulate, support others, co-operation, kindness Emotional: manage emotions, honesty Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making 	
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<p>There are 3 Core Themes in the PSHE Association Programme of Study for KS 1 and 2</p> <p>CORE THEME 1: Health and Wellbeing - Healthy Lifestyles (physical wellbeing)</p> <p>Also link to Thrive (BA and TM Thrive Practitioners) Link to Science E Safety DTand PE</p> <p>This plan has content to be covered over 2 years</p>	<p>From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools.</p> <p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>KS1 Learning opportunities in Health and Wellbeing - Pupils learn...</p> <p>Healthy Lifestyles (Physical Health and Wellbeing) -Being Healthy - www.change4life.co.uk</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>Mental health -Feelings - Zones of Regulation</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p>	<p>Healthy Lifestyles (Physical Health and Wellbeing)</p> <p>Our Wonderful NHS - Doctors and Dentists</p> <p>https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans?utm_source=subscriber_phe&utm_medium=email&utm_campaign=march_edcoms&utm_content=downloadcta1</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>Mental health -Our Feelings - (Self-regulation strategies ie self-soothing, mindfulness, yoga)</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings.</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p>Mental Health -Reflection and Resilience</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>Ourselves, growing and changing -Our Bodies</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>Ourselves, growing and changing -Moving On</p> <p>H27. about preparing to move to a new class/year group</p> <p>Keeping Safe - People Who Help Us</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe (Community Police, RNLI etc)</p> <p>Keeping Safe -First Aid comes first! (St John's Ambulance resources/ mini medics / British Red Cross Resources https://www.redcross.org.uk/get-involved/teaching-resources)</p> <p>H35. about what to do if there is an accident and someone is hurt</p>
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	<p><u>Ourselves, growing and changing - I am Amazing!</u> H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike</p> <p><u>Keeping Safe -Danger ZONE!</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly Key questions: What does being healthy mean to me? Why do I need to be active every day? What are the different feelings I may have? How do I recognise them? What am I good at? What can I do to be safe at home? Why do I need to be careful with medicines?</p>	<p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <u>Ourselves, growing and changing - Actions for Happiness</u> H24. how to manage when finding things difficult <u>Keeping Safe -E Safety</u> H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Key questions: Why is it important to go to the dentist? How can I look after my teeth? How can I look after my body and be healthy? What can I do to help me manage my feelings? What helps me relax or become calm? Why is it important to follow rules when online?</p>	<p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><u>Drugs, alcohol and tobacco - TITLE?????</u> H37. about things that people can put into their body or on their skin; how these can affect how people feel Key questions: What can I do to help me manage change effectively? What are the correct names for my body parts?</p>
<p>CORE THEME 2: Relationships</p>	<p><u>KS 1 Learning Opportunities in Relationships Pupils learn:</u> <u>Managing hurtful behaviour and bullying - Beat the Bully</u> R11. about how people may feel if they experience hurtful behaviour or bullying <u>Managing hurtful behaviour and bullying</u> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult <u>Safe Relationships - PANTS! (NSPCC)</u> R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p><u>Families and close positive relationships -Who is Special to Me? +We are all Special</u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life <u>Friendships - Fabulous Friends!</u> R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do <u>Safe Relationships - cover in E Safety topic</u> R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p>	<p><u>Families and close positive relationships - 7 themes over 2 years</u> R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried NSPCC resources / PANTS <u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u> R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy <u>Safe Relationships</u> R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>

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	<p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Key Questions: What do I do if someone is bullying me? Why is it important that I keep my body safe and what do I do if someone makes me feel unsafe?</p>	<p><u>Respecting self and others - Actions Speak Louder than Words</u></p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>Key Questions: Who is special to me? How might families be different and how might they be familiar? How do I stay safe online? What does being respectful mean to me?</p>	<p><u>Respecting self and others - It's Good to Talk (and Listen...)</u></p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>Key Questions: How do I forgive and why is forgiveness important? Why is it important that I keep my body safe and what do I do if someone makes me feel unsafe?</p>
<p>CORE THEME 3: Living in the Wider World</p>	<p><u>KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:</u></p> <p><u>Shared responsibilities - Class Charter</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><u>Economic wellbeing: Money - All I want for Christmas...!</u></p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend more</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>Key Questions: Why do we have rules? What does money do for us?</p>	<p><u>Shared responsibilities - School Pets</u></p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p><u>Media literacy and digital resilience - Link to E Safety Topic</u></p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p><u>Economic wellbeing: Aspirations work and career - bring your 'parent' to school week (different jobs)</u></p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>Key Questions: How do I use the internet safely and what do I do if I feel unsafe? Why are jobs important?</p>	<p><u>Shared responsibilities - Planet Earth</u></p> <p>L3. about things they can do to help look after their environment</p> <p><u>Communities - Wonderful Whittingham and the world beyond it!</u></p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p><u>Economic wellbeing: Money - Beat the Banker!</u></p> <p>L13. that money needs to be looked after; different ways of doing this (Natwest Money Sense resources)</p> <p>Key Questions: What can I do in school to help the whole environment (link to Eco Schools work)? What can I do to help others? How do I look after money?</p>