|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 they 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. | | |
| AUTUMN | SPRING | SUMMER |
| **English** | **Stories in familiar settings**  Three popular books are used to capture children's imagination and get them story writing during this unit. Starting with The *Tiger Who Came to Tea* by Judith Kerr, *Whatever Next!* by Jill Murphy, and *Dogger* by Shirley Hughes. Children will make up their own stories about all sorts of strange and wonderful things. Year 1 children read the Hamilton Group Reader, *Goat's Sore Tummy*. | **Stories in familiar settings**  Using the beautiful book *The Whales’ Song* by Dylan Sheldon and Gary Blythe, children will learn all about whales, describing them to each other and writing descriptive sentences. They use the structure of the story to go on and write their own stories based on this. | **Fairy tales**  Read and explore fantastic versions of *Hansel and Gretel* and *Rapunzel*. Children use puppets and masks to really get to know the stories and their characteristics. They then retell or write a new version of a fairy tale of their choice. This plan looks at *Hansel and Gretel* by Anthony Browne and *Rapunzel* by Sarah Gibb. Hamilton Group Reader *Hansel and Gretel* is used to build confidence in reading aloud. |
|  | **Stories involving fantasy**  Explore fantasy narratives through two great John Burningham books. First read *Oi! Get off our Train*. Practise using capital letters and full stops and write a new scene for the story. Then children plan and write a fantasy story based on *The Magic Bed*. The Hamilton Group Reader, *Chicken and Shark*, is used to build confidence. | **Tales from a variety of cultures**  Listen to and read a traditional and modern dragon story, *The Dragon Machine* by Helen Ward. Find out how the Jade Emperor decided the order of the animals in the Chinese zodiac. Compose a story together with repetitive language and tell it to an audience. Write a fantastic dragon story. The Hamilton Group Reader, *Sunilla and the Dolphins*, is used to build confidence in reading aloud. | **Classic contemporary fiction**  Using the wonderful *Sand Horse* (Michael Foreman) children learn the story, retell it, use role play and then create their own version. They explore settings and invent characters using Morpurgo’s *Jo Jo the Melon Donkey*. Finally they write their own story. |
|  | **Songs and repetitive poems**  Children read, then memorise a variety of short repetitive funny poems and also write their own verses. Conversation poems are used to stimulate more sustained writing and work on punctuating different forms of sentence. | **Playing with language**  Playing with language is great. Children wrap their tongues around twisters, write mixed-up nursery rhymes and scratch their heads to understand nonsense poetry, *The Works* chosen by Paul Cookson, *Walking the Bridge of your Nose* selected by Michael Rosen, *The Works Key Stage 1* chosen by Pie Corbett. Children use capital letters for names and beginning of lines. Use adjectives and explore the effect of verbs. | **Poems on a theme**  Use *Where the Forest Meets the Sea* and poems by C Warren and A Shavick to describe emotions stimulated by poetry. Explore use of rhyme, adjectives and expanded noun phrases. Study sentence structure including use of capital letters/question marks. Write poems. |
|  | **Information texts**  Using and comparing fiction (*Great white man-eating shark* by Mayo and *Rainbow Bear* by Morpurgo) and non-fiction books about sharks and polar bears (*The Ice Bear* by Davies) children discover the features of non-fiction texts. Children collect info about sharks and polar bears to write factual phrases and sentences about sharks and then to compile a report about polar bears. Children read The Hamilton Group Reader *Boris and Sid Meet a Shark*. | **Recounts**  Children learn about how to write a recount by hearing the story of *Farmer Duck* by Martin Waddell and Helen Oxenbury, (and *Can’t you sleep Little Bear?* by Martin Waddell and Barbara Firth) who has to do all the work on the farm while the farmer stays in bed. Discover useful words to help with writing longer sentences. Children then write a recount about their day. The Hamilton Group Reader, *The Animals' Outing*, is used to build confidence in reading aloud. | **Information texts**  Use information books about minibeasts to identify features of information texts. Compare with stories about minibeasts which also provide information. Look at sentence punctuation and structure. Children write some information about their favourite minibeast. Example books are *Minibeasts (Little Science Stars)*, *Where to find minibeasts*, *The Very Busy Spider* and *RSPB first book of minibeasts*. |
|  | Stories in Familiar Settings Please note change to topic due to COVID 19 school closures  This topic has been changed from the original Poetry topic that was planned for this term as it was felt that the children needed further work on the objectives outlined in this topic. Poetry will be covered later in the school Year.  Imaginary Creatures. Drawing on classic picture books, sequence plots, study description and noun phrases, learn progressive forms of verbs and write stories based on *The Sand Horse*. We will be looking at work from *Not now, Bernard, The Secret* and many more. | **Instructions**  We use the animated tale Thad Gets to the Moon to identify favourite toys and what they mean to us. The story provides opportunity for children to learn about the features of instructions and write instructions for playing football both on the Moon and on Earth. Hamilton Group Reader text, *Stop that Sound!*, is used to highlight imperatives | **Letters**  Letters are a great way to communicate! Whether sharing facts, asking for information or saying thank you, this unit will teach children the format of writing a letter or postcard. Children will practise writing statements and asking questions to compose their own letters. Books required are *Dear Zoo* by Rod Campbell and *Dear Greenpeace* by Simon James. Hamilton Group Reader, *Letters from the Zoo*, is used to stretch more confident readers. |
|  | **The Sound Collector**  Study a variety of poems from the following books which take the five senses as their inspiration, *The Works* Chosen by Paul Cookson, *The Works 3* Chosen by Paul Cookson and *Read Me First* Chosen by Louise Bolongaro. With a grammar focus on adjectives and noun phrases, children use their senses to write poems. In the second week *The Sound Collector* by Roger McGough is the main stimulus for writing. | **Traditional poems**  Favourite toys can inspire great writing! The author of Winnie-the-Pooh models how to write rhyming couplets, questions, exclamations and extended noun phrases. Safe within the world of The Hundred Acre Wood children produce original poems in a familiar style. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** |  | | |
| **Geography** | **Coasts**  Locate Northumberland and Farne Islands, Bamburgh, Amble and Tynemouth on a map.  Trip ideas: see History   * **Name, locate and identify characteristics of the four countries and capital cities of the UK.** * Name, locate and identify characteristics of the seas surrounding the United Kingdom. * Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. * **Use basic geographical language to refer to physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.** * Ask simple geographical questions e.g. what is it like to live in this place? * Use simple maps of the local area e.g. large scale print, pictorial etc. * Use **aerial photographs** and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key.   **Links with LKS2 topic on coasts.** | Famous People (**Columbus focus**)  Looking at how Columbus explored the world.  Trip ideas: See History   * Use locational language (e.g. near, far, left and right) to describe the location and features of routes. * Make simple maps and plans e.g. pictorial place in a story. * **Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.** * Name and locate the worlds 7 continents and 5 oceans. * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (West Indies/South America)   **South American links with LKS2 Rainforest study and UKS2 study of South America – thread of learning through school** | Our Wonderful World **(Our Local Environment)**  Looking at and creating a map to school from your own house.  Trip ideas: See Science   * **Use simple and observational skills to study the geography of the school and its grounds.** * **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.** * Understand how some places are linked to others e.g. roads, trains. * Describe seasonal weather changes. * Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world (Africa/Antarctica compare) in relation to the equator and north and south poles. * Use basic geographical vocabulary to refer to key human features including; city, town, village, factory, farm, house, office, port, harbour and shop. |
| **History** | **Grace Darling**  Looking at the changes in the coastguard and life boats over time.  Trip ideas: Tynemouth (to learn about Breeches Bouys), Amble lifeboats. Local open water swimmer to talk about swimming the English Channel and across to Coquet Island. (Amble lobster hatchery – linked to science)   * Use common words and phrases relating to the passing of time (chronological understanding) * 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)**   . | **Famous People**  Neil Armstrong, Columbus, Rosa Parks (children will meet Rosa Parks again in LKS2), Emily Davison.(Children will meet Emily Davison again in UKS2)  Trip ideas: Planetarium, Centre for Life   * 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) * Talk, draw or write about aspects of the past (organisation and communication) * 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** * **Describe significant historical events, people and places in his/her own locality** (Emily Davison) | Our Wonderful World **(Queen Victoria)**  Looking at the Victorian times and how artefacts have changed from then to now.  Trip ideas: See Science   * Relate his/her own account of an event and understand that others may give a different version (historical interpretations) * **Sort artefacts from then and now** (toys, school equipment etc.) * **Ask and answer basic questions about the past** * Use a wide vocabulary of everyday historical terms * Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. * Show understanding of some of the ways in which we find out about the past and identity different ways in which it is represented |
| **Science** | **Science ongoing objectives**  • 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)  • Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)  Observe seasonal changes across the four seasons (Year 1 and 2 focus) | | |
| **Animals including humans**  Focusing on animals which live on and in our local coastlines and seas.  Trip ideas: (Amble lobster hatchery)  • 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)  • 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  • 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 | **Materials and their uses (Rockets).**  Neil Armstrong links, rockets.  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 | **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  **Cress/bean experiment – grow cress/bean in different environments with different necessities including hydroponics.** |
| **RE** | We use the Northumberland County Council Agreed Syllabus  Christianity – Unit 1 God  Christianity – Unit 2 Jesus  Christianity – Unit 5 Festivals and Celebrations | We use the Northumberland County Council Agreed Syllabus  Hinduism – Unit 3 Stories  Hinduism – Unit 1 Festivals and Celebrations | We use the Northumberland County Council Agreed Syllabus  Christianity – Unit 3 Communities    Hinduism – Unit 2 Lifestyles |
|  | 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. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Staying Safe Online  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. **Smartie the Penguin on UK Safer Internet Centre website** | Follow the Digital Trail (common sense media)  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. | Being a good friend online  **Digiduck’s big decision on Childnet.com** |
| **Computing** | **Digital Painting**  Use jit5 on school 360 to create digital pictures linked to work in other subjects. | **Internet research and presentation skills**  With support/as a class research Neil Armstrong.  Learn how to create, organise, store, manipulate and retrieve digital content.  Individuals contribute to a whole class presentation about Neil Armstrong.  ‘Book creator’ on iPads | **Roamer/Beebots/Ozobot to follow and make routes around our local environment.**    Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs.  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Use technology safely and respectfully.  On screen programing (Beebots) |
| **D&T** | **Design a lunchbox – (templates and joining techniques)**  Text: The Lighthouse Keepers Lunch   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Evaluate their ideas and products against 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. * Explore and evaluate a range of existing products. * Explore mechanisms (for example wheels and pulleys) | **Rockets**  **Design a vehicle to transport your rocket to its launch pad. (wheels and axles)**   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Evaluate their ideas and products against 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. * Explore and evaluate a range of existing products. * Build structures, exploring how they can be made stronger, stiffer and more stable. | **Victorian Puppets Picture (sliders and levers)**  Punch and Judy   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Evaluate their ideas and products against 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. * Explore and evaluate a range of existing products. * Explore and evaluate a range of existing products. Explore and use mechanisms in their products (moving puppet pictures) |
| **Cooking and Nutrition**  Look at a balanced diet and what food we need to keep healthy so we can design a healthy picnic for the lunch box.   * Use the basic principles of a healthy and varied diet to prepare dishes. * Understand where food comes from. | **Cooking and Nutrition**  Food from countries visited by Columbus.  Following on from last term, children to be encouraged to try a variety of food at lunch times and discuss what they have  eaten. Was it balanced? Which food groups did they eat? What is 'mash' made from? Where do eggs come from?   * Use the basic principles of a healthy and varied diet to prepare dishes. * Understand where food comes from. | **Cooking and Nutrition (Cooking Victorian food – afternoon tea said to have been introduced by Queen Victoria)**   * Use the basic principles of a healthy and varied diet to prepare dishes * Understand where food comes from by using locally sourced ingredients. (Heatherslaw Mill flour, eggs from school chickens) |
| **Art**  **& Design** | **Clay lighthouse – sculpture**  Look at images of local lighthouses.   * Use clay creatively to design and make a lighthouse. * 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. (Grace Darling Paintings, Animal Drawings, Lighthouse pictures) | **Planet Pictures**  Explore different colours and textures of different planets.   * Use a range paint, pastels and pencils creatively to design and make portraits. * 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. (drawing using an eraser, collage, printing) | **Matisse – The Snail**   * 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. |
| **Music** | **Charanga Units**  Hands, Feet, Heart  Ho, Ho, Ho | **Charanga Units**  Glockenspiel – Stage 1  Round and Round | **Charanga Units**  Zootime  Reflect, Rewind, Replay |
| **PE** | Mile a Day, Multi-skills, Tag Rugby, Dance | Mile a Day, Multi-skills, Football, Swimming (Y2), Gymnastics | Mile a Day, Swimming (Y2), Athletics, Tennis, Cricket/Rounders |
| **PSHE** |  |  |  |
|  | Myself and Others (Y1)  Everybody needs caring for (Y2 | Body Parts (Y1)  Naming Body Parts (Y2) | Differences (Y2)  Friendships (Y1) |