

Ashes Curriculum Coverage for St Paul's Curriculum 2021-2022

Key – Big Question, Christian and British Values in Action, Enrichment and Entitlement Main focus Key skills Create a seasons book- this will be used throughout the year but also in Summer 2's topic- seasons.

Term	English	Maths/ Computing	Science	History & Geography Main focus	RE & PSHE	PE	Art, DT & Music
Autumn Term 1  Who am I?   International Day of Democracy 21 st September 21 Articles – 2, 12, 28 and 29 Black History Month October 2021 Articles 2, 8 and 30 World Mental Health Day 10 th October 21 Article 24	<u>Stories with familiar settings (3 weeks)</u> The Colour Monster goes to school. <u>Non-Fiction (2 weeks)</u> Rainbow fish – wanted posters <u>Poem (1 week)</u> Acrostic poem on a theme (school)	<u>Maths</u> 2 weeks <i>Number and Place</i> Value – counting and grouping up to 30. <u>1 week Measurement and Length</u> – comparing length, height and mass. <u>2 weeks Addition and Subtraction</u> – number bonds to 10. <u>1 week Geometry</u> – Naming 2D shapes. <u>Computing</u> Online Safety and Exploring Purple Mash	<u>Science</u> Unit: Animals- humans <u>Knowledge & Conceptual understanding</u> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Working Scientifically</u> • Compare and contrast animals (humans) at first hand or through videos and photographs. • Using their senses to compare different textures, sounds and smells.	<u>History</u> Changes within living memory – Toys and books (schools) (main focus) <u>How have toys changed?</u> <u>Sharing memories with parents and grandparents – classroom visit/talk</u> Use words and phrases like: old, new and a long time ago. Explain how I have changed since I was born. Recognise that some objects belong to the past. Ask and answer questions about old and new objects. Explain what an object from the past might have been used for. What were family homes like in the past? <u>Geography (Lancs planning unit- The Great Outdoors Y1)</u> Local area- school Has my school always been like this? How has my school changed? Why do schools need to change? (field trip – look at the grounds of the school- new/old parts of the buildings) Physical and human features of locality including schools – vocabulary: town, shop, village, factory, house (Near, far, left, right) My address and school address – street name, town, city, county, postcode, region Create maps of the school grounds.	<u>RE Creation</u> Who made the World? Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. ALL Y1 to Visit the Church. • Use some religious words and phrases to recognise and name features of religious traditions. (B&V LRT) • Can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&V LRT)  <u>British Value</u> Mutual Respect and Tolerance Tolerance and respect for different faiths and families. Exploring how different faiths and families welcome children into their faith, families and community.	<u>PE Indoor:</u> Fundamental skills	<u>Art</u> Landscapes and Cityscapes <u>Artists:</u> Paul Kenton Can draw carefully in line from observations, recording shapes and positing all marks/features with some care. Observe and draw landscapes. To work from direct observation and imagination. To talk about their own work. <u>DT - Food</u> Design, make and evaluate a fruit face plate (product) for a friend (user) for a healthy snack (purpose). <u>Design:</u> Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. <u>Making:</u> Use simple utensils and equipment to cut and slice safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <u>Technical Knowledge and understanding:</u> Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. <u>Music</u> Music ME! Cross-curricular/topic based focus: explore: growing, homes, colour, toys, how I look. Listen and Respond. Explore and Create Using Voices

Autumn Term 2 <i>Do you want to go on an adventure?</i>  Christian Value Courage  British Value Individual Liberty <u>Rights Respecting Schools</u> International Children's Day 20 th November 21 Articles 1 and 4 Anti – Bullying Week Monday 15 th – Friday 19 th November Articles 2, 12 and 19	<u>Stories with repetitive patterns (5 weeks)</u> We are going on a bear hunt, Michael Rosen. <u>Fact Files (2 weeks)</u> Professor Astro Cat's Solar System-Space	Maths <i>1 week Sequencing and Sorting – creating patterns and counting in 2s and 5s.</i> <i>2 weeks Fractions – fractions of shapes.</i> <i>1 week - Capacity and Volume – describe and compare.</i> <i>1 week Money – identify coins.</i> <i>1 week Time – days and months.</i> Computing Grouping and sorting Pictograms	Science <i>Unit- Use of everyday materials.</i> Knowledge &Conceptual understanding <ul style="list-style-type: none"> 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 Working Scientifically <ul style="list-style-type: none"> Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' 	History <i>Space travel/Moon landing</i> <i>Significant individuals- Yuri Gagarin etc.</i> Who was the first person to travel into space? What is an astronaut? What do astronauts do in space? How do they travel to space? How do they travel out of their space ship? Geography Transport- On the Move! Special journeys- Where do you travel on special days and why? Which transport is best for travelling in the desert/road/sea? Set off over land to explore destinations such as mountains, deserts and icy lands. Explore overland travel using cars, trains and buses. Have you ever travelled over water? Have you been in a paddleboat, rowing boat, barge, ship or yacht? Have you travelled over a pond, canal, river or the sea? Explore travel through the air in different ways. Talk about journeys you have made through the air.	RE Christianity- Incarnation Why does Christmas matter to Christians? <ul style="list-style-type: none"> Use some religious words and phrases to recognise and name features of religious traditions. (B&V LRT) <ul style="list-style-type: none"> Talk about what is a value and concern to themselves. (SPM) PSHE PSHE- Me and My relationships What makes us special? How are we similar to others? How are we different to others? In which ways are we all equal? Is every person unique? In what ways are the children in our class the same? Understand that classroom rules help everyone to learn and be safe. Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions. Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings. Identify how feelings might make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship. Suggest simple strategies for making up. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.	PE Indoor: RSSP coach Fundamental skills	Art Use paint to create artwork in the style of Van Gogh. Artist: Van Gogh

<p>Spring Term 1</p> <p>Where in the world do we live?</p> <p> Christian Value Perseverance</p> <p> British Value Mutual Respect</p> <p>Rights Respecting Schools</p> <p>World Religion Day January 16th 2022 Articles 2, 14 and 30</p> <p>Holocaust Memorial Day 27th January 2022 Articles 2, 19, 37 and 39</p> <p>LGBT+ History Month February 2022 Articles 2 and 13</p>	<p>Stories with repetitive patterns (3 weeks) Owl Babies</p> <p>Non-Chronological reports (2 weeks) – Owls</p>	<p>Maths 2 Weeks Number and Place Value – 10 more 10 less, compare 3 numbers, number lines.</p> <p>1 week Measurement – 10g and 1g</p> <p>1 week Shapes – identify 3D shapes</p> <p>1 week Counting and Money – recognise coins and notes, count in 2s, 5s and 10s.</p> <p>1 week Multiplication – doubling facts to 10.</p> <p>1 week Division – Halving within 20.</p> <p>Computing Lego Builders Maze explorer</p>	<p>Science Unit- Use of everyday materials. (cont.)</p>	<p>History Festivals- Mexico (Day of the dead) <ul style="list-style-type: none"> • What is day of the dead? • Alebrijes/ Flowers(marigolds) make an altar. • Mariachi music, clothes. Geography Compare and contrast UK/small area with non-EU country/small area. ENGLAND – MEXICO London – Mexico City Rawtenstall – Zacatecas</p>	<p>RE Christianity- Gospel What is the good news Jesus brings? <ul style="list-style-type: none"> • Can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&V LRT) • To know what relevant questions are and to ask them (SHE) PSHE Keeping myself safe. How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help. What goes into and on to bodies? Which things are safe, not so safe or dangerous? When should we say 'no', 'don't do that', 'I need to ask' or 'I'll tell'? Do we have to keep promises and secrets if someone says so? Will we get into trouble if we tell? If something is happening that we do not like, what can we say or do? <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen). • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe. • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill. • Explain simple issues of safety and responsibility about medicines and their use. <ul style="list-style-type: none"> • Understand and learn the PANTS rules. • Name and know which parts should be private. • Explain the difference between appropriate and inappropriate touch. • Understand that they have the right to say "no" to unwanted touch. • Start thinking about who they trust and who they can ask for help. </p>	<p>PE Indoor: Dance</p> <p>Outdoor: Fundamental skills- ball skills</p>	<p>Art Portraits</p> <p>Artist Focus: Picasso</p> <ul style="list-style-type: none"> • Encourage drawings of people to focus on more accurate observations of faces limbs etc. • Use a variety of drawing techniques: hatching, scribbling, stippling and blending. • Explores tone using different grades of pencil, pastel and chalk. • Begin to control the marks they made with a range of tools. <p>DT What are alebrijes used for? Design, make and evaluate an alebrije (product) for the altar (user) for day of the dead festival (purpose). <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas as appropriate through talking and drawing. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining. <ul style="list-style-type: none"> • Talk about the effectiveness of their own product throughout the process. • Explore and select, based on intended user and purpose, different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. </p> <p>Music Everyone! Cross-curricular/topic based focus: explore: family, friends, people, music from around the world. Listening and responding to different styles of music, listening to, learning to sing or sing along. Playing classroom instruments</p>
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<p>Spring Term 2</p> <p>What should I pack for a hot or cold holiday?</p> <p></p> <p>Christian Value Compassion</p> <p></p> <p>British value Individual Liberty</p> <p><u>Rights Respecting School</u></p> <p>World Book Day 3rd March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8th 2022 Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22nd 2022 Articles 2, 8 and 30</p>	<p><u>Traditional Tales (3 weeks)</u> Jack and the Beanstalk</p> <p><u>Other non – fiction texts (1 week)</u> linked to traditional tales</p> <p><u>Traditional Rhymes (2 weeks)</u></p>	<p>Maths <i>1 week Addition and Subtraction – Number bonds to 20, part part wholes.</i></p> <p><i>1 week Fractions – fractions of shapes, amounts and numbers.</i></p> <p><i>1 week Time - O'clock and half past</i></p> <p>Computing <i>Animated story books</i></p> <p><i>Coding</i></p>	<p>Science Unit- Seasonal changes</p> <p><u>Knowledge &Conceptual understanding</u></p> <ul style="list-style-type: none"> •Observe changes across the four seasons. •Observe and describe weather associated with the seasons and how day length varies. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> •Making tables and charts about the weather and •Making displays of what happens in the world around them, including day length, as the seasons change. <p>Environment Focus: <i>Plastic pollution, less waste</i></p>	<p>Geography (Main Focus)</p> <p>Seasonal weather patterns/ hot and cold places (in relation to the equator.)</p>	<p>RE Christianity- Salvation</p> <p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • Talk about their own religious experience and feelings. (SHE) • Talk about what is of value and concern to themselves. (SPM) <p>PSHE Rights and responsibilities.</p> <p>How do we decide how to behave?</p> <p>Respecting others' needs; behaviour; listening; feelings and bodies can be hurt.</p> <p>How do we show people how we are feeling? How can we help if someone is feeling unhappy? How does it feel to do the right thing? How does it feel to do the wrong thing? What is it like when we play together well? Can someone's feelings be hurt as well as their body?</p> <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines. • Sequence personal hygiene routines into a logical order. • Identify what they like about the school environment. • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant). • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from. • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value. • Explain the importance of keeping money safe. <ul style="list-style-type: none"> • Identify safe places to keep money. • Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	<p>PE Indoor: Fundamental skills- Invasion games</p> <p>Outdoor: Fundamental skills-target</p>	<p>Art Collage with recycled materials</p> <p>Artist Focus: Michelle Reader</p> <p>To talk about their own work and that of other artists.</p> <p>DT Design, make and evaluate a boat (product) for a competitor (user) for a boat race (purpose) only using recycled materials.</p> <p>Music Our World Cross-curricular/topic based focus: explore: animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, sea, space.</p>
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Summer Term 1	 Novel as a theme- <i>How can we prevent the Great Fire of London happening again?</i>	 Poems on a theme- Fire of London (1 a half weeks)	 Maths 1 Week Number and Place Value – compare numbers up to 50, base 10 up to 100. 2 weeks Addition and Subtraction – 2 digit and 1 digit, bridging ten. 1 week Measurement – recording capacity. 1 week Fractions – half and quarter of a quantity. 1 week Geometry – turns and positions. 1 week Shapes – properties of shapes.	 Science Unit- Animals (recap) Unit- Animals (other animals) Pioneering scientist: David Attenborough <u>Knowledge & Conceptual understanding</u> • 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, and including pets). <u>Working Scientifically</u> • Compare and contrast animals at first hand or through videos and photographs. • Describing how they identify and group them. • Grouping animals according to what they eat. • Using their senses.	 History Significant national event beyond living memory- Great fire of London (Lancs planning unit Y1- Fire! Fire!) How could they have stopped the Great Fire of London? Why did the houses burn so quickly? Could a disaster like this ever happen again? Fire of London Workshop- ??? Fire Safety Talk from the Fire Brigade. Use words and phrases like: before, after, past, present, then and now. Recount a significant event from the past. Recount the life of someone famous from Britain who lived in the past. Significant person- Sameul Pepys. <u>Geography</u> <u>Mapping</u> Maps of London. Compare to local area. Look at similarities and differences. Label maps. Create own maps.	 RE Islam How might beliefs about creation affect the way people treat the world? • To know what relevant questions are and to ask them. (SHE) PSHE Being my best. How can we keep our bodies and minds healthy? • Recognise the importance of fruit and vegetables in their daily diet. • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others. • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch. • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread. • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely. • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills. • Suggest simple strategies for resolving conflict situations. • Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people.	 PE Indoor: Dance Outdoor: Fundamental skills- Net& Wall skills	 Art Collage- Great Fire of London art. Artist Focus: David Best • Experiments with investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip.) • To talk about their own work and that of other artists.
 Toby and the Great Fire of London (4 weeks) <u>Recounts-</u> linked to the above book	 Christian Value Forgiveness	 British Value Tolerance and Rule of Law	 Rights Respecting School	 Mental Health Awareness Month May 2022 Article 24	 British Value Tolerance & Rule of Law <i>Understanding that there are different communities that we can belong to. We have a duty to get along and keep each other safe.</i> <i>How do laws keep us safe? How do they keep animals safe? Why are they important?</i>	 Music Big Bear Funk Transition unit: Listen and appraise Musical activities-learn about music through singing, improvising and playing instruments. Perform and share.		

<p>Summer Term 2</p> <p>What would it be like to live in a forest?</p> <p> Christian Value Thankfulness</p> <p> British value Democracy</p> <p><u>Rights Respecting School</u></p> <p>World Refugee Day 20th June 2022 Articles 10 and 22</p>	<p><u>Stories by the same author</u></p> <p><u>(5 weeks)</u> Anthony Brown</p> <p><u>Instructions (2 weeks)</u></p>	<p>Maths</p> <p>1 week Time – O'clock and half past recap.</p> <p>1 week Multiplication and Division – grouping.</p> <p>1 week Statistics – Block Diagrams.</p> <p>1 week Measurements – using scales.</p> <p>1 week Sorting and Sequencing – 2s, 5s, 10s number tracks, creating own patterns.</p> <p>Computing</p> <p>Technology outside school</p>	<p>Science</p> <p>Unit-Plants- common names and basic structure</p> <p><u>Knowledge &Conceptual understanding</u></p> <ul style="list-style-type: none"> 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. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Observing closely, perhaps using magnifying glasses. Comparing and contrasting familiar plants. Describing how they were able to identify and group them, and Drawing diagrams showing the parts of different plants including trees. Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. Comparing and contrasting what they have found out about different plants. 	<p>History</p> <p>Significant national event beyond living memory- Great fire of London (Lancs planning unit Y1- Fire! Fire!) [Continued]</p> <p>Geography</p> <p>Forests. Different types of forests. Where in the World- identify on maps. Forest fires.</p>	<p>RE</p> <p>Hinduism</p> <p>What is Ganesh known for?</p> <ul style="list-style-type: none"> To know what relevant questions are and to ask them. (SHE) Can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&V LRT) <p>PSHE</p> <p>Growing and changing.</p> <p>How do I change as I grow up?</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby. Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now. Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying. <ul style="list-style-type: none"> Give examples of what they can do if they experience or witness bullying. Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise. Identify situations as being secrets or surprises. <ul style="list-style-type: none"> Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private. Describe ways in which private parts can be kept private. Identify people they can talk to about their private parts. 	<p>PE</p> <p>Indoor: RSSP Coach Gymnastics</p> <p>Outdoor: Athletic activities</p>	<p>Art</p> <p>Observational drawings of flowers and natural materials.</p> <p>Artist Focus: Monet</p> <ul style="list-style-type: none"> Paint onto a range of different surfaces with a range of tools. Start to mix a range of secondary colours, moving towards predicting resulting colours. <p>DT</p> <p>Design, make and evaluate a flower garden (product) for the bees (user) for them to drink nectar (purpose)</p> <p>Which flowers attract bees the best?</p> <p>Design and make a garden area that attracts bees and butterflies.</p> <p>Design:</p> <ul style="list-style-type: none"> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. <p>Making:</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining</p> <p>Music</p> <p>Reflect, Rewind and Replay (Reception):</p> <p>Consolidate learning and history of music.</p>
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