

Sycamores 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

Term	English	Maths/Computing	Science	History & Geography Main focus	RE & PSHE	PE	Art, DT & Music
<p>Autumn Term 1</p> <p><i>Who am I?</i></p>  <p>Christian Value Generosity</p>  <p>British Value Mutual Respect and Tolerance</p> <p>Rights Respecting School</p> <p>International Day of Democracy 21st September 21</p> <p>Articles – 2, 12, 28 and 29</p> <p>Black History Month October 2021</p> <p>Articles 2, 8 and 30</p> <p>World Mental Health Day 10th October 21</p> <p>Article 24</p>	<p>Narrative-Stories with Repetitive structures (2 weeks) Funny Bones</p> <p>Non Chron reports (2 weeks) Magic Grandad's Bathroom</p> <p>Poems to learn by heart (2 weeks) The Magic Box</p>	<p>Maths Number and Place Value Measures- mass Addition and Subtraction Geometry</p> <p>Computing Unit 1.1 Online safety and exploring purple mash. 4 weeks Programs- Avatar creator, Paint projects, Writing templates, 2Count (pictograms), 2Explore.</p> <p>Unit 2.5 Effective searching 3 weeks Programs- browser, 2Quiz, writing templates.</p>	<p>Unit- Animals- Humans Y1 Unit- Human health and growth- Y2</p> <p>Human Body Why did God give us 5 senses? How does my body work? What could be our sixth sense? Is there a part of my body I could live without? Do our senses get better as we get older?</p> <p>Name the parts of the human body that I can see. Link the correct part of the human body to each sense. Bosy parts revisit, including vital organs. Our senses. Observe and ask questions, research.</p> <p>What is it like to be partially sighted or blind (wear 'fuzzy' glasses). Ask Aggie to talk to class Show braille</p> <p>DEBATE - WHICH IS THE MOST IMPORTANT BODY PART?</p> <p>Carry out an eye test – distance, font size/ colour, 1 or 2 eyes, left/right eye the strongest</p> <p>Which animals have the best eye sight/ smell/ hearing/ etc? Which is our strongest sense?</p> <p>Zoolab visit to learn about how the different animals use their senses and categorisation</p> <p>Knowledge &Conceptual understanding</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>History Changes within living memory – Homes (main focus) Where does my family come from? How did children play in the past? Were the toys better in the past? Was life harder in the past? Sharing memories with grandparents – classroom visit/talk</p> <p>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? For changes within living memory-homes- I would maybe look at what you would find in the home in the past and present- different irons or TV's etc. Get them to bring in old photos of their parents and look at the different wallpaper and compare to now. They could try and order them on a timeline. Skills from enquiry and sources and the chronology aspect will be covered well here- Most of these really. Recognise that their own lives are similar/different from the lives of people in the past Use historical concepts such as now/then and same/different when making simple connections and noting contrasts</p> <p>Geography Local area - FIELDWORK What makes a house a home? Why does my family live in (local Area)? Do I have family members who live in other parts of the country or world – where?</p>	<p>RE Creation (Digging deeper section) 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. Visit the Church.</p> <p>PSHE Right of the Child- Rights respecting school: What rights do children have? -Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these. -Devise Class Charter. -Introduce RRS.</p>  <p>British Value 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.</p>	<p>PE Indoor: Fundamental skills (RSSP coach)</p> <p>Outdoor: Baseline unit</p>	<p>Art Drawing and Painting Self portraits How can I show who I am through my art work?</p> <p>Show how people feel in paintings and drawings. Use pencils to create lines of different thickness in drawings. Use colours to express moods</p> <p>Artists: Pablo Picasso</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists Observe and draw shapes from observations. <p>DT-FOOD Design, make and evaluate a food (product) for children (user) for healthy eating (purpose).</p> <p>Talk from a Healthy Eating Expert (nurse to come in if possible) Plan and make a meal that is healthy and looks, tastes and smells delicious!</p> <ul style="list-style-type: none"> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables.

			<ul style="list-style-type: none"> • Notice that humans have offspring which grow into adults • Find out about and describe the basic needs of 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. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Compare and contrast Animals (humans) at first hand or through videos and photographs. • Using their senses to compare different textures, sounds and smells. • Observing, through video or first-hand observation and measurement, how humans grow. • Recording their findings using charts. • Asking questions about what things animals [humans]. need for survival & what humans need to stay healthy and • Suggesting ways to find answers to their questions. 	<p>(field trip – find houses in the locality from old photographs) Physical and human features – vocabulary: town, shop, village, factory, house (Near, far, left, right) My address and school address – street name, town, city, county, postcode, region</p> <p>look at the different types of buildings- old and new. Look at a new building like Asda and compare with St Mary’s chambers. Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. · Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc. · Use simple compass directions (NSEW). · Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. · Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p>			<ul style="list-style-type: none"> ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-statutory measures e.g. spoons, cups. <p>Music Hey You! (Y1)</p>
<p>Autumn Term 2</p> <p><i>Why do the seasons change?</i></p>  <p>Christian Value Courage</p>  <p>British Value Individual Liberty</p> <p>Rights Respecting Schools</p>	<p><u>Explanation Text(2 weeks)</u> Wallace and Gromit’s contraptions (make a Christmas contraption)</p> <p><u>Instructions</u> (2 week- Christmas craft)</p> <p><u>Poems on a theme (2 weeks)</u> Bonfire Poems</p>	<p>Maths Sequencing and Sorting Fractions Capacity and Volume Money Time</p> <p>Computing E-safety 1 week</p> <p>Unit 1.4 Lego builders 3 weeks Programs- 2DIY.</p> <p>Unit 1.9 Technology outside school</p>	<p>Science Unit- Seasonal changes.</p> <p>Seasons Why do we have different seasons? Do all countries have 4 seasons? Why is it a different season in some other countries? Observe and comment on changes in the seasons (continue this throughout the year – keep a seasons log book). <i>Observe and describe weather and how day length varies.</i> Name the seasons and suggest the type of weather in each season. Look at hour change in the day, darker nights. Seasonal walk</p>	<p>History Changes in weather How does the weather affect our lives? What was the weather like when my grandparents were young? What is the most extreme weather? What is the most extreme weather seen in the UK? When did this happen? Observe/ research changes in weather over time (global warming). Use words and phrases like old, new and a long time ago</p> <p>Make simple observations about different people, events, beliefs and communities ♣Use sources to answer simple questions about the past e.g. which object is older? How do we know? ♣Ask and answer questions about the past through observing, handling and using a</p>	<p>RE Christianity- Incarnation Why does Christmas matter to Christians?</p> <p><i>Act of Service – Raise awareness and money for the charity Cash for Kids</i></p> <p>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?</p> <p>-Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these</p>	<p>PE Indoor: Gymnastics- core task</p> <p>Outdoor: Core task- rolling unit</p>	<p>Art 3D Textured snow pictures Nature Sculptures: Visit natural areas around school & collect natural materials, develop a piece of land art and photograph. Cut, roll and coil materials.</p> <ul style="list-style-type: none"> ▪ Experiment with constructing and joining recycled, natural and manmade materials. ▪ Use simple 2-D shapes to create a 3-D form. ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Explore sculpture with a range of malleable media. ▪ Manipulate malleable materials for a purpose, e.g. pot, tile.

<p>International Children's Day 20th November 21 Articles 1 and 4</p> <p>Anti – Bullying Week Monday 15th – Friday 19th November Articles 2, 12 and 19</p>		<p>2 weeks Programs- writing templates</p>	<p>Play conkers Observe how the weather changes our plant life. Identify and describe common trees around school Identify 5 types of common trees (coniferous and deciduous). Collect leaves and sort them. Observe and ask questions.</p> <p>Pioneering scientist: Chris Packham (conservation and environment)</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>range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</p> <ul style="list-style-type: none"> ♣Consider why things may change over time ♣Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ ♣Identify some of the basic ways the past can be represented e.g. through pictures ♣Choose parts of stories and other sources to show what they know about significant people and events ♣Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ♣Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ♣Describe special or significant events in their own lives ♣Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ♣Retell simple stories about people and events from the past ♣Talk about who/what was significant/important in a simple historical account <p>Geography (Main Focus) Seasonal Weather Patterns Be a weather presenter! What can cause the weather to change? Can human behaviour affect the weather systems? Does it always snow at Christmas? Why do people think that winter has finished when Christmas is over? Is winter the same in every country? Is summer the same in every country?</p> <p>Keep a weather chart and answer questions about the weather. Explain how the weather changes throughout the year and name the seasons. Seasonal weather patterns in the UK.</p> <p>Experiencing Autumn and Winter (weather chart, patterns, answering questions)</p>	<ul style="list-style-type: none"> -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 <div style="text-align: center;">  British Value Individual Liberty </div> <p>Why is it important to look after our planet for future generations? How are we responsible for our actions – looking after the environment? What choices can we make?</p> <p><i>Act of Service: how can we tidy up our own locality? Go on a litter pick around the community.</i></p>	<ul style="list-style-type: none"> ▪ Understand the safety and basic care of materials and tools. ▪ Create fabrics by weaving materials i.e. grass through twigs. <p>Artist: Andy Goldsworthy</p> <p>Music Nativity Performance Rhythm in the way we walk and banana rap. (Y1)</p>
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				Observe weather in local area. Identify seasonal and daily weather patterns in the United Kingdom and the			
<p>Spring Term 1 <i>Would I be able to survive in the Arctic?</i></p>  <p>Christian Value Perseverance</p>  <p>British Value Mutual Respect</p> <p><u>Rights Respecting Schools</u></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>LGBTB+ History Month February 2022 Articles 2 and 13</p>	<p>Stories by the same author- (2 weeks) <i>Lost and Found Oliver Jeffers</i></p> <p>Persuasion (2 weeks) - Arctic holiday</p> <p>Instructions (1 week) How to make a penguin puppet</p>	<p>Maths Number and Place Value Measures-mass Counting and Money Multiplication and Division</p> <p>Computing E-safety 1 week</p> <p>Unit 2.6 Creating pictures 5 weeks Programs- 2PaintAPicture</p>	<p>Science Unit- Environment- Living things and their habitats.</p> <p>Arctic Animals and Classification Why can't penguins fly? Why are arctic animals white? Why are dogs and cats the most popular pets? Is a pet happy or would it sooner be free and wild? What would happen if all our pets became wild? What would happen if all wild animals became pets? Living and non-living school walk Sort living and non-living things. Identification and classification of different animal groups (5 to include pets / wild), Revisit characteristics of animals. Name a variety of animals including fish, amphibians, reptiles, birds and mammals which are found locally and in the arctic regions Sort animals into categories (including fish, amphibians, reptiles, birds and mammals). Classify and name arctic animals by what they eat (carnivore, herbivore and omnivore). Environment Focus - Arctic animals</p> <p>Pioneering scientist: Chris Packham (conservation and environment)</p> <p>Knowledge &Conceptual understanding •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</p>	<p>Significant individual Robert Scott History Life of Polar Explorer - How has the arctic/ Antarctic changed? Will it continue to change? What makes someone significant? Why is Robert Falcon and Sir Ernest famous? What did they do that was significant? Could I be an arctic explorer? Do you think they would do it the same today? How has exploring changed? What can we use to see the arctic now that they didn't have? Focus on the lives and expeditions of Robert Falcon Scott & Sir Ernest Shackleton, why did they explore the Polar Antarctic? Learn about significant people from our past. Objects used for the expedition and how these may look different if we went exploring today. Identify how clothes have changed for colder weather/ explorers. (100) Build a snowman Demonstrate simple historical concepts and events through speaking, role-play, and picture stories · Retell simple stories about people and events from the past · Talk about who/what was significant/important in a simple historical account Geography (Main Focus) The Polar regions Where in the World is the North pole? What is the climate like there? What animals live there? ADD in some more questions to use throughout the topic. Locate South and North Pole Continent (Arctic) Polar regions Seasons and weather patterns</p>	<p>RE Christianity- Gospel What is the good news Jesus brings?</p> <p>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?</p> <p>-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 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. -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: OAA RSSP Coach</p> <p>Outdoor: Core task-catching/bouncing</p>	<p>DT TEXTILES Design, make and evaluate a penguin puppet</p> <ul style="list-style-type: none"> ▪ Cut out shapes which have been created by drawing round a template onto the fabric. ▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. <p>Music In the Groove. (Y1)</p>

			<p>animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> •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. <p>Working Scientifically</p> <ul style="list-style-type: none"> •Sorting and classifying things as to whether they are living, dead or were never alive. •Recording their findings using charts •Describing how they decided where to place things, •Exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' •Talking about ways of answering their questions. •Constructing a simple food chain that includes humans (e.g. grass, cow, human); •Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); •Finding out how the conditions affect the number and type(s) of plants and animals that live there. 	<p>Compare with the UK weather patterns and seasons (Complete another local weather chart)</p> <p>Explain clothes that would be worn: would clothes we wear in winter be appropriate in the Arctic?</p> <p>How does your garden grow?</p> <p>Key features (Geographical vocabulary: sea, ocean, icebergs, coast, cliffs, mountains, hills, seasons, weather)</p> <p>Physical & Human features – who do fewer people live in the Arctic?</p> <p>Aerial photographs</p> <p>Compass directions/ language (South, North)</p> <p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. <p>Recognise differences between their own and others' lives.</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. <p>Do simple searches within specific geographic software</p> <ul style="list-style-type: none"> ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. 	 <p>British Value Mutual Respect</p> <p><i>Why is it important to show our friends mutual respect? How does this help us to follow the class and school rules?</i></p>		
<p>Spring Term 2 <i>Is the Monarch important?</i></p>  <p>Christian Value Compassion</p>  <p>British value Individual Liberty</p>	<p>Fantasy (4 weeks) <i>Paddington (2)</i></p> <p><i>The Queen's Hat (2)</i></p> <p>Recounts (2 weeks) A Day in London</p>  <p>British Value Individual Liberty <i>Your rights as a child to have a home, come to school etc.</i> <i>Exploring how people have their rights taken away from them.</i></p>	<p>Maths Measures Addition and Subtraction Fractions Geometry Time</p> <p>Computing E-safety 1 week</p> <p>Unit1.2 Grouping & sorting 2 weeks Programs- 2DIY</p>	<p>Science (link with Queen's Garden's/Buckingham Palace Estate)</p> <p>Unit-Plants- common names and basic structure Y1</p> <p>Plants –Plant Growth Y2</p> <p>Growing</p> <p>How does your garden grow?</p> <p>Why do plants start to grow again in the spring?</p> <p>Why do some flowers only last a year?</p> <p>What makes a plant a living thing?</p> <p>Are trees and flowers similar?</p> <p>Witton park trip</p> <p>Seasonal walk</p> <p>Compare 3 different flowers</p>	<p>Significant individual Queen Elizabeth History- Events beyond living memory- The Monarch's Birthday (Main Focus)</p> <p>How has the Royal family helped improve where we live? What does it mean to be British?</p> <p>Who was the best king or queen and why?</p> <p>What is the Queens job? Is she the Queen of just England?</p> <p>The royal family and famous kings and queens</p> <p>Significant people and events from the past and how they have shaped/ helped improve our lives.</p>	<p>RE Christianity- Salvation</p> <p>Why does Easter matter to Christians?</p> <p>Mother's Day assembly <i>Act of service invite our mums into watch the service. Serve them with juice and cakes</i></p> <p>PSHE Rights and responsibilities. How do we decide how to behave? Respecting others' needs; behaviour; listening; feelings and bodies can be hurt. How do we show people how we are feeling?</p>	<p>PE Indoor: Core task- kicking</p> <ul style="list-style-type: none"> ▪ Kick a ball. ▪ Trap a ball with feet. <p>Outdoor: Core task- underarm throw</p> <ul style="list-style-type: none"> ▪ Roll a ball underarm. ▪ Throw an object underarm (beanbag). ▪ Throw an object overarm (beanbag, ball). ▪ Catching a ball. <p>Catching a ball at different heights.</p>	<p>Art Printing</p> <p>Create a repeating pattern in print (Leaf prints)</p> <p>Flower finger painting</p> <p>Use IT to create a picture.</p> <p>Create moods</p> <p>Suggested Art work: (replicate painting e.g. The equatorial jungle 1909, Tiger in a tropical storm 1891)</p> <p>Artist Focus: Georgia Okeefe</p> <ul style="list-style-type: none"> ▪ Create images from a variety of media e.g. photocopies material,

<p>Rights Respecting School</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><i>What rights do animals have?</i></p>	<p>Unit 1.8 Spreadsheets 3 weeks Programs- 2Calculate</p>	<p>Name a variety of common wild and garden plants. Name the petals, stem, leaf and root of a plant. Flowering plants. Name the roots, trunk, branches and leaves of a tree. How have trees changed since we observed them in the autumn? Name 5 more common trees. Use of observation skills, perform tests, gather data (Link with measurement/ volume/ weight/ data collection in maths) Continue with the Season's Log Book and record weather patterns.</p> <p>Pioneering scientist: Katherine G. Johnson</p> <p>Knowledge & Conceptual understanding</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. Observe and describe how seeds and bulbs grow into mature plants. <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Working Scientifically</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. 	<p>Chronology of famous kings and queens. Use words and phrases like: old, new and a long time ago. Describe special or significant events in their own lives Use a variety of historical terms such as, king/queen, history, long ago etc. Geography Main Towns and Cities – Where does our Royal family live? Why are cities called cities? What makes a place a city?</p> <p>UK Countries Capital cities Landmarks, physical and human features – Focus on London compare with Rawtenstall What is the difference between a city, town and village? Geographical vocabulary: city, town, village, factory, house, office, shop Aerial photographs Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>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? -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; -Identify safe places to keep money; -Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it)</p>	<p>fabric, crepe paper, magazines etc.</p> <ul style="list-style-type: none"> Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. <p>Colour</p> <ul style="list-style-type: none"> Collect, sort, name match colours appropriate for an image. <p>Shape</p> <ul style="list-style-type: none"> Create and arrange shapes appropriately. <p>Texture</p> <ul style="list-style-type: none"> Create, select and use textured paper for an image <p>h close supervision.</p> <p>Music Round and Round (Y1)</p>
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			<ul style="list-style-type: none"> •Comparing and contrasting what they have found out about different plants. •Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or •Observing similar plants at different stages of growth; •Setting up a comparative test to show that plants need light and water to stay healthy. 				
<p>Summer Term 1</p> <p><i>Would we survive in the Desert?</i></p>  <p>Christian Value Forgiveness</p>  <p>British Value Tolerance and Rule of Law</p> <p>Rights Respecting School</p> <p>Mental Health Awareness Month May 2022 Article 24</p>	<p>Stories from other cultures (2 weeks) <i>Zahra- Lit Shed</i></p> <p>Instructions- How to make a bug hotel (1 week)</p> <p>Poetry with pattern and structure: Riddles (2 weeks)</p>	<p>Maths Number and Place value Addition and Subtraction Measures-volume Fractions Geometry</p> <p>Computing E-safety 1 week</p> <p>Unit 1.7 Coding 6 weeks</p> <p>Programs- 2Code (Continue with coding into summer 2)</p>	<p>Science Units- Animals-Other Animals Y1 Animal survival and growth Y2</p> <p>African Animals and Classification What would happen if all animals ate the same food? Would you find amphibians in the desert? Look for animal tracks Seasonal walk</p> <p>Environment Focus – African animals</p> <p>Knowledge &Conceptual understanding</p> <ul style="list-style-type: none"> •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) •Notice that animals have offspring which grow into adults. • Find out about and describe the basic needs of animals, for survival (water, food and air). <p>Working Scientifically</p> <ul style="list-style-type: none"> •Compare and contrast animals at first hand or through videos and photographs. 	<p>History (communication over time) How could I communicate if you were in the desert? How would you send a letter? Would telephones work? How do telephones work? Who invented the telephone? When was the telephone invented? Has it changed over time? How many other ways can we communicate? Which is the quickest way to get a message to another country?</p> <p>Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.</p> <p>Geography African Deserts Why is the desert so cold at night? Does it rain at all in the desert? How do animals survive without water or much food? How can people survive in the desert? Where is the hottest place on Earth?</p> <p>Equator Deserts – African Namibia (Namib), Botswana (Kalahari) Continent of Africa Seasons and weather patterns (Complete another local weather chart and compare this with the desert and the previous local weather charts) Explain clothes that would be worn. Would clothes we wear in summer be appropriate here?</p>	<p>RE Judaism Why might some people put their trust in God? Why do people make promises? Who do I really trust? Is it important to keep promises? What type of promises might we make? What is trust? What makes someone trustworthy?</p> <p>RE Hinduism. What do Hindus believe about God? Who am I? What different roles do I have? How do I express my identity? What different roles do people have? Why might people seem different in different situations? Can we know anything about people by just looking at them? What symbols might people use to show their identity?</p> <p>PSHE Being my best. What does our best look like? Why should we try to do our best? How can we try to do our best? What can help us try to be our best?</p> <ul style="list-style-type: none"> -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; 	<p>PE Indoor: Core task- overarm throw</p> <p>Outdoor: Athletic activities</p>	<p>Art Textiles Create art work based on desert animals using textiles</p> <ul style="list-style-type: none"> ▪ Match and sort fabrics and threads for colour, texture, length, size and shape. ▪ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ▪ Cut and shape fabric using scissors/snips. ▪ Apply shapes with glue or by stitching. ▪ Apply decoration using beads, buttons, feathers etc. ▪ Create cords and plaits for decoration. <p>Colour</p> <ul style="list-style-type: none"> ▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. <p>Music Your imagination. (Y1)</p> <p>DT - STRUCTURES Design, make and evaluate a bug hotel (product) for minibeasts (user) for providing shelter (purpose).</p> <p>Which flowers attract bees the best? Design and make a bug hotel</p> <ul style="list-style-type: none"> ▪ Explore how to make structures stronger.

			<ul style="list-style-type: none"> • Describing how they identify and group them. • Grouping animals according to what they eat. Using their senses. • Observing, through video or first-hand observation and measurement, how different animals grow • Asking questions about what things animals need for survival suggesting ways to find answers to their questions. • Describing the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal) 	<p>Physical & Human features – vegetation and animals found in these location.</p> <p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. <p>Recognise differences between their own and others' lives.</p> <ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. <p>Use simple electronic globes/maps</p>	<p>-Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</p> <ul style="list-style-type: none"> -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. 		<ul style="list-style-type: none"> ▪ Investigate different techniques for stiffening a variety of materials. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Use a glue gun with
<p>Summer Term 2</p> <p><i>What happens inside this building?</i></p>  <p>Christian Value Thankfulness</p>  <p>British value Democracy</p>	<p>Traditional Tales with a twist (4 weeks) True Story of the 3 Little Pigs Beware of the Bears</p> <p>Houses and Homes Using Materials</p> <p>X2 Traditional poetry (1 week) This is the House that Jack Built</p>	<p>Maths Time Multiplication and Division Statistics Measures Sorting and Sequencing</p> <p>Example of an enrichment activity: Money Visit a local fruit and vegetable shop – buy something.</p>	<p>Science Units- Material Properties- Everyday Materials Y1 Material Properties – Uses of Materials Y2</p> <p>What type of roof would keep out the rain? Which material would be best for this house?</p> <p>Testing out the materials in the rain.</p> <p>Identify, objects, distinction between wood and paper/compare fabrics. Properties, compare and group.</p>	<p>History History (Equal Focus)</p> <p>Local buildings (St Paul's school/Church)</p> <p>Why do we keep some old buildings and not others? How can I recognise an old building and why have buildings changed? Are buildings from long ago better than those built today? How has my school changed over time?</p> <p>Why has Rawtenstall got so many factories/ old buildings? How has Rawtenstall changed?</p>	<p>RE Islam</p> <p>Visit to a Mosque.</p> <p>How might beliefs about creation affect the way people treat the world? Is caring for the planet important? Why should I care for the World? What differences could I make? How should we treat the environment? Why is it important? Do we all have a responsibility to care for the natural World?</p> <p>* know that Muslims believe in one God (Allah) *know that Muslims believe the world was created by God</p>	<p>PE Indoor: Dance</p> <p>Outdoor: Athletic activities</p>	<p>Art -Painting</p> <p>Create representations of Piet Mondrian's painted buildings. Look at the colours he used (focus: Primary/secondary colours) Artist Focus: Piet Mondrian and his buildings</p> <ul style="list-style-type: none"> ▪ Use a variety of tools and techniques including different brush sizes and types. ▪ Mix and match colours to artefacts and objects.

Rights Respecting School

World Refugee Day

20th June 2022

Articles 10 and 22

Computing E-Safety
1 week

Unit 2.1
Coding
5 weeks
Programs- 2Code

Test materials and design based on suitability
Make a broom or items of clothing that will be strong enough for flying on a broom?

Pioneering scientist: Charles Macintosh

Knowledge & Conceptual understanding

- 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.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

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?'

Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs);

- **Observing closely,**
- **Identifying and classifying** the uses of different materials, and
- **Recording their observations.**

What was school like for my grandparents?

Spot historical buildings in our local area – what makes us proud of Rawtenstall?

Interview a local resident to talk about how Rawtenstall has changed since they were younger and the buildings that existed then and not now/ still here. Find out what buildings use to be used for.

Interview a local resident – how has our community changed over time?

Ask and answer questions about old and new objects/buildings.
Spot old and new things in a picture.
Explain what an object from the past might have been used for (compare school life now and then)

Identify some similarities and differences between ways of life at different times.
Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago

Geography (Equal Focus)

St Paul's across the UK

When was St Paul's school built? What was here before the housing estate?

Did Rawtenstall have a tram? ADD in some more questions to use throughout the topic.

Maps – Map of school grounds and school building.

Complete a timeline to show how Rawtenstall has changed over time.

Vocabulary: office, town, village, city

Compare with other St Paul Schools around the UK – which country, city or town are they in?

Plot on a map: Glasgow, Birmingham, Manchester, Leicester, Bolton, Blackburn, Preston, Rawtenstall, Bury etc.

Which is our closest town?

Name the four countries of the UK and locate on maps

Link up with another St Paul's school via Skype/email

Local Area - school grounds

*Talk about why Muslims might value the natural world
* know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet

Suggest how Muslims might show respect for God by caring for the natural world

Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it

* Reflect on how they treat the natural world – and if they have a duty to look after it

PSHE

Growing and changing.

-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;

-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;

-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



- Work on different scales.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
- Name different types of paint and their properties.

Colour

- Identify primary and secondary colours by name.
- Mix primary shades and tones.
- Mix secondary colours.

DT -MECHANISMS

Design, make and evaluate a truck (product) for carrying materials (user) for making a house (purpose).

Design and make truck for carrying materials to make a house

- Join appropriately for different materials and situations e.g. glue, tape.
- Try out different axle fixings and their strengths and weaknesses.
- Make vehicles with construction kits which contain free running wheels.
- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Roll paper to create tubes.
- Cut dowel using hacksaw and bench hook.
- Attach wheels to a chassis using an axle.
- Mark out materials to be cut using a template.
- Fold, tear and cut paper and card.
- Cut along lines, straight and curved.
- Use a hole punch.
- Insert paper fasteners for card.

Experiment with levers and sliders to find different ways of making things move in a 2D plane.

			<p>• Thinking about unusual and creative uses for everyday materials.</p>	<p>Aerial photographs</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Democracy</p> <p><i>How does democracy help us have an equal society? Should all people get paid the same amount of money? Why do some people say that money is the root of all evil?</i></p>		<p>Music</p> <p>Reflect, Rewind and Replay (Y1)</p>
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