

Curriculum Plan KS1

Rendlesham's Themes:

<u>Conflict</u>	<u>Planet Earth</u>	<u>Britain</u>
<u>Humankind</u>	<u>Inventions</u>	<u>Civilisations</u>

<u>Academic Progress</u> Reading, Writing and Maths Pupils expected to maintain or improve their EYFS attainment in KS1	<u>Personal Development</u> Determined and Resilient Resourceful Reflective and Self –Improving Risk Taker Relationship to Builder	<u>Creative Development</u> Imaginative Purposeful Creative Innovative Adaptive Connection Builder	<u>Community Engagement</u> Responsibility Participation Social Action Develop a moral compass Place in the Community
---	---	--	--

Curriculum KS1 – Autumn 2020

Intent – To enquire, engage with and understand historical past and history of the wider world. To ask questions and develop curiosity and make comparisons over different periods of time. To understand people’s lives and how their lives have been influenced by actions in the modern world. To be able to realise another’s perspective may differ and respect these opinions, thoughts and ideas.	Implementation – Children will learn about key historical events and people through a creative curriculum that will give opportunities to discuss and present their ideas in different ways. The curriculum will respond to current events, and reflect the climate of the world now.	Impact – Children will have an understanding of the history of Britain and the world. They will be able to engage with current world events and this will enable them to have a voice and strong moral compass for the future.
--	---	--

Previous Learning and Links	Curriculum Area	Threshold Concept	Milestones	Activities
Phonics teaching – Letters and sounds Phases 1-3	Reading	READ WORDS ACCURATELY This concept involves decoding and fluency	Apply phonic knowledge as the skill to decode words Blend sounds in unfamiliar words Read some CEW Read words of more than one syllable Read words with contractions	Phonics and spelling lessons Reading 1x a week minimal and 1x whole class guided
Explore fairy tale genre with conflict - The 3 Little Pigs and The Gingerbread Man through Talk 4 Writing approach		UNDERSTAND TEXTS The literal and the subtle nuances of text	Predict events Infer what characters are like from their actions Ask and answer questions about the text Explain and discuss understanding of texts	Texts to support curriculum –
Sentence writing - linking letter to shape, composing sentences and words.	Writing	COMPOSITION Write with purpose Understanding the purpose of a piece of writing	Say first and then write to tell others about ideas Write for a variety of purposes Plan by talking about ideas Use some of the characteristics features of the type of writing used Write, review and improve	
		COMPOSITION Use imaginative description Developing ideas about how best to convey ideas through description	Use well-chosen adjectives to add detail Use names of people, places and things Use adverbs for extra detail	
Variety of activities to strengthen hand muscles – paper ripping/scrunching, scissor control,		TRANSCRIPTION Present neatly Have an understanding of handwriting and clear presentation.	Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly. Form capital letters. Write capital letters and digits of consistent size.	

			Use spacing between words that reflects the size of the letters.	
		TRANSCRIPTION Punctuate accurately	<p>Leave spaces between words.</p> <p>Use the word 'and' to join words and sentences.</p> <p>Use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Use extended noun phrases to describe and specify.</p> <p>Use co-ordination – or, and, but.</p> <p>Use some features of standard written English.</p>	
Alphabet songs and rhymes		TRANSCRIPTION Accurate spelling	<p>Spell common exception words.</p> <p>Name letters of the alphabet in order.</p> <p>Use letter names to describe spellings of words.</p>	
		ANALYSIS AND PRESENTATION Analyse Writing Understanding how grammatical choices give effect and meaning to writing	Discuss writing with the teacher and other pupils	

		ANALYSIS AND PRESENTATION Analyse Writing Understanding how grammatical choices give effect and meaning to writing	Discuss writing with the teacher and other pupils	
		PRESENT WRITING Learning to reflect upon writing and reading it aloud to others	Read aloud writing clearly enough to be heard by peers and the teacher	
Creative Exploration and recognition of materials when building homes for the Little Pigs and bridges for the Gingerbread Man. Understanding of some of the uses of common materials.	Science	WORK SCIENTIFICALLY This concept involves learning the methodologies of the discipline of science	Ask simple questions	
			Observe closely, using simple equipment	
			Perform simple tests	
			Identify and classify	
			Use observations and ideas to suggest answers to questions	
			Gather and record data to help in answering questions	
		CHEMISTRY	Distinguish between an object and the material from which it is made	

		<p>INVESTIGATE MATERIALS This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed</p>	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.	
			Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
			Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick/rock, paper/cardboard for particular uses	
<p>Develop a moral compass</p>	History	<p>INVESTIGATE AND INTERPRET THE PAST This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence</p>	Use artefacts, pictures, stories, online sources and databases to find out about the past.	

		BUILD AN OVERVIEW OF WORLD HISTORY This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections.	Describe historical events	
			Describe significant people from the past	William the Conqueror Journey of William from France to England
			Recognise that there are reasons why people in the past acted as they did.	
		COMMUNICATE HISTORICALLY This concept involves using historical vocabulary and techniques to convey information about the past.	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.	
Place in the Community Story maps linked to Talk for Writing	Geography	INVESTIGATE PLACES This concept involves understanding the geographical location of places and their physical and human features	Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Look at the geographical location of castles
Creative Experiment with using a variety of techniques, tools and materials.	Design and Technology	MASTER PRACTICAL SKILLS MATERIALS This concept involves developing the skills needed to make high quality products.	Cut materials safely using the tools provided.	Design and make shields
			Measure and mark out to the nearest centimetre.	
			Demonstrate a range of cutting and shaping techniques – (such as tearing, cutting, folding and curling).	Make Norman ships

			Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	Large cardboard box castles - drawbridges.		
Creative Represent own ideas, thoughts and feelings through a variety of ways.	Art and Design	DEVELOP IDEAS This concept involves understanding how ideas develop through an artistic process	Respond to ideas and starting points.	Respond to work by Paul Klee – ‘The Castle and Sun’.		
			Explore ideas and collect visual information			
			Explore different methods and materials as they develop			
				MASTER TECHNIQUES COLLAGE This concept involves developing a skill set so that ideas may be communicated	Use a combination of materials that are cut, torn and glued.	Castle art work based on the work by Paul Klee
			Sort and arrange materials			
			Mix materials to create texture			
				TEXTILES	Use weaving to create a pattern	Work inspired by the Bayeux Tapestry
					Use plaiting	
				TAKE INSPIRATION FROM THE GREATS This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history	Describe the work of notable artists, artisans and designers	
					Use some of the ideas of artists studied to create pieces	

<p>Resilience and Perseverance Children say which activities they like and why. Can discuss story characters and their behaviour.</p>	Personal Development	<p>PUSH THEMSELVES This concept involves understanding how to overcome doubts and insecurities</p>	Express doubts and fears.	
			Explain feelings in uncomfortable situations.	
			Begin to push past fears (with encouragement)	
			Listen to people who try to help.	
			Begin to try to do something more than once,	
<p>Develop a moral compass Know about similarities and differences between themselves and others, families, communities and traditions.</p>	Religious Education	<p>UNDERSTAND BELIEFS AND TEACHINGS This concept involves understanding the key teachings of various religions.</p>	Describe some of the teachings of a religion	Friendship Topic – Focus on resolving conflict
			Describe some of the main festivals or celebrations of a religion.	Light and Dark Topic Christianity, Hinduism, Judaism Advent, Christmas, Diwali, Hanukkah
		<p>REFLECT This concept involves an appreciation of how religion plays an important role in the lives of some people</p>	Identify the things that are important in their own lives and compare these to religious beliefs	
<p>Creative Own ideas are represented through the use of music.</p>	Music	<p>COMPOSE This concept involves appreciating that music is created</p>	Choose sounds to create an effect	

		through a process which has a number of techniques.	Sequence sounds to create an overall effect.	
			Create short musical patterns	
Place in the Community Children are aware of technology in the home and school. Can select technology to use for a particular purpose.	Computing	CODE SENSING This concept involves developing an understanding of instructions, logic and sequences	Create conditions for actions by waiting for a user input (such as responses to questions like What is your name?)	Year 1 – Computer Skills Year 2 – Using and Applying
Creative Perseverance and Resilience	Pupil Entitlement Book	45. Create art work and try different media. 23. Get to the top of a steep hill – Orford/Framlingham Castle 36. Roll down a hill.		