



# Wootton Bassett Infants' School

## Key Stage 1 Curriculum Map

Subject:	Year Group	Term 1 & 2	Term 3 & 4	Term 5 & 6
	Year1	Meet My Folks (3 weeks- transition)	Out of this World- Space	Who's the King of the Castle?
	Topics	Down the Rabbit Hole		Glorious Gardens
English / Book Focus	Year 1	<b>Owl Babies-Martin Waddell</b> <i>Family, home/habitat, resilience, empathy, belonging, childhood, countryside.</i>	<b>The Way Back Home- Oliver Jeffers</b> <i>Travel, danger, transport, exploration, friendship, adventure, home/habitat.</i>	<b>The Princess and the Pea</b> <i>Heritage, traditions, chronology, discovery, family.</i>
		<b>Alice in Wonderland- Emma Chichester Clark</b> <i>Adventure, exploration, chronology, discovery, childhood, traditions, danger, environment, empathy.</i>	<b>Beegu- Alexis Deacon</b> <i>Empathy, communication, refugee, respect, environment, family, friendship.</i>  <u>Supplementary texts:</u> My Pet Star- Corrinne Averiss (poem) How to Catch a Star- Oliver Jeffers Smeds and the Smoos- Julia Donaldson	<b>The Secret Garden (picture book version)</b> <i>Childhood, family, home/habitat, environment, countryside, travel, transport, adventure, discovery, exploration, communication, friendship, traditions, respect, belonging, empathy.</i>  <u>Supplementary texts:</u> The Ladybird Heard (rhyming)- Julia Donaldson

	<b>Topic:</b>	<b>The Lion, the Witch and the Wardrobe</b>	<b>Roald Dahl</b>	<b>Around the World in 80 Days</b>
	<b>Year 2</b>	<b>The Lion, the Witch and the Wardrobe</b> Picture book version <i>All 24 Curriculum Key Concepts</i>  <b>The Wardrobe Monster by Briony Thomson</b>  <b>The Night Pirates by Peter Harris</b>  <b>The Lion and the Unicorn by Shirley Hughes</b>	<b>Charlie and the Chocolate Factory</b> <i>Childhood, family, home, discovery, good v evil, empathy, resilience, respect, belonging, adventure</i>  <b>The Gorilla who wanted to Grow up</b> <b>By Jill Tomlinson</b>	<b>The Tempest</b> <b>Our Island</b> <b>Beauty and the Beast</b> <b>The Willow Pattern Story</b> <b>The Tiger Skin Rug</b> <i>Travel, Transport, adventure, discovery, exploration, communication, homes/habitats, childhood, family, good v evil, refugee, empathy</i> <b>The Boy who Grew Dragons</b> <b>Mr. Penguin and the Lost Treasure</b>
<b>Writing opportunities</b>	<b>Year 1</b>	Information texts (labels, lists, signs) Descriptive writing: characters, settings Poetry (acrostic poems) Stories in familiar settings Rewriting a familiar story	Information texts (Letter writing and fact files) Descriptive writing: spaceship crash site Poetry (pyramid poems and similes) 3- part stories (Beginning, Middle, End) Creating own fantasy stories	Traditional stories Poetry (rhyme and alliteration) Information texts (Instructions) Description of minibeasts 5- part stories (Story Mountain)
	<b>Year 2</b>	Treasure Hunt: recount Character study	Roald Dahl huts / biography Charlie and his grandparents character description	Around the World in 80 Days <b><u>Fiction/ Narrative</u></b> Beauty and the Beast narrative

		<p>Descriptive writing: Lucy through the wardrobe</p> <p>Non-fiction writing: Anderson Shelters</p> <p>Poetry: Evacuation/ At the station</p> <p>Evacuee letter (writing from real/ imagined experiences)</p> <p>Recount of trip (writing from real experiences)</p> <p>Mr. Tumnus description</p> <p>Instructions: How to make a cup of tea/ jam sandwich</p>	<p>Recipes: Cabbage soup</p> <p>Willy Wonka Character description</p> <p>The Finders</p> <p>Letters of complaint</p> <p>Letter- link with Science (Materials)</p> <p>Prince Pondicherry's chocolate palace</p> <p>Poetry - sweets/ chocolate</p> <p><b><u>Non- fiction</u></b></p> <p>Lompa Land</p> <p>Communication- how it has changed over time.</p> <p>Significant people- biography/ autobiography</p>	<p>The Willow Pattern Story</p> <p><b><u>Non- fiction</u></b></p> <p>Landmarks (Eiffel Tower, Buckingham Palace etc)</p> <p>Key figures/ historical events</p> <p>Samuel Pepys diary (historical evidence)</p> <p>Biographies/autobiographies (William Shakespeare)</p> <p>Pandas</p> <p>River Ganges</p> <p><b>Poetry:</b> Haiku</p> <p>The Tempest (Drama/ role play/ descriptive writing/ character descriptions)</p> <p>Descriptive writing – The Storm</p> <p>Describe the island</p> <p>The isle is full of music... (Link with Computing)</p> <p>Non- fiction: The Island/ Geographical features/ Tourist information/ Weather and Storms</p>
<b>G r a m</b>	<b>Year 1</b>	Simple sentences/ sentence construction	Time connectives	Sentence openers (ly words/ adverbs)

		.A, finger spaces, conjunctions (and) Days of the week/ Months of the year Alphabet	Conjunction (because, so) Question Marks Adjectives Plurals Prefixes -un Read words with contractions e.g. it's, I'm	Capital letters for proper nouns Exclamation marks Suffixes (-ed, -ing, -er and -est)
	<b>Year 2</b>	Recap . A, Finger spaces, Verbs – what makes a sentence a sentence Recap adjectives Noun phrases Organisation of non-chronological report such as title/ sub headings/ pictures/ captions/ facts/ Conjunctions coordinating and subordinating Prepositional phrases Features of narrative writing Different types of sentences ! ? Speech bubbles Introduce speech marks (AA) Editing skills for writing	All previous objectives Types of sentences ! ? Consolidate noun phrases Apostrophes for possession Commas in a list Speech marks Imperative verbs Adverbs Poetry: rhyme, rhythm, patterns, performance, understanding Editing skills for writing Extending vocabulary	All previous objectives Editing for writing skills Types of sentences Suffixes Ambitious/ specific vocabulary

		Extending vocabulary		
Subject	Year Group	Term 1 & 2	Term 3 & 4	Term 5 & 6
Science	Year 1	<p><b><u>How are humans and animals different?</u></b>  <b>Animals including humans</b>            Name body parts and senses associated with them            Parts of animals and classification</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">All about me</div> <p><b><u>How does weather affect us?</u></b> Seasonal changes- link with geography throughout year.            Looking at the 4 seasons            Weather descriptions/ day length</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Environment</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Empathy</div>	<p><b><u>What are materials?</u></b> Everyday materials            Identifying and classifying materials            Simple properties of materials            Explore properties through simple predictions and investigations</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Environment</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Exploration</div>	<p><b><u>How does weather affect us?</u></b>            seasonal changes, day and night</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Environment</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Empathy</div> <p><b><u>What is living in our local environment?</u></b> Plant detectives            Simple parts of a plant and their functions            Identifying common British plants and trees</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Environment</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Homes/habitats</div>
	Year 2	<p><b><u>How do I lead a healthy lifestyle?</u></b> Take Care: Healthy Lifestyle            Food            Exercise            Hygiene</p>	<p><b><u>How do I use materials?</u></b> Materials: scientific vocabulary            Properties of materials            What is the best material for...?            Investigating properties</p>	<p><b><u>What's in your habitat?</u></b>            Exploring living, dead and things that have never been alive            Simple food chains  <b><u>What happens in a garden?</u></b> The Apprentice Gardener</p>

		<p><b>BIG IDEAS:</b>          There are lots of elements that keep us healthy.          There things which prevent us from being healthy          How to make healthy choices in terms of diet, exercise and hygiene          Link with maths: sorting, classifying, data-handling.          Asking questions? What happens to my body when I do exercise?</p> <div data-bbox="631 625 922 817" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">All about me/ childhood</p> <hr/> <p style="text-align: center;">Exploration</p> </div>	<div data-bbox="1173 194 1464 338" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Environment</p> <hr/> <p style="text-align: center;">Exploration</p> </div>	<p>How do seed mature into plants?  <b>How do I keep plants alive? Growing conditions and what grows where</b>          How do plants grow?</p> <div data-bbox="1733 373 2024 590" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Environment</p> <hr/> <p style="text-align: center;">Homes/habitats</p> <hr/> <p style="text-align: center;">Exploration</p> </div>
<b>History</b>	<p><b>Year 1</b></p>	<p><u>How have toys changed over time?</u></p> <p>Artefacts</p> <p>Local history.</p> <div data-bbox="631 1129 922 1347" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Chronology</p> <hr/> <p style="text-align: center;">Tradition</p> <hr/> <p style="text-align: center;">Heritage</p> </div>	<p><u>How do people travel the world?</u></p> <p>Significant figures and events</p> <p>Great explorers and astronauts.</p> <div data-bbox="1173 1072 1464 1361" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Travel</p> <hr/> <p style="text-align: center;">Transport</p> <hr/> <p style="text-align: center;">Adventure</p> <hr/> <p style="text-align: center;">Discovery</p> </div>	<p><u>What was it like to live in a castle?</u></p> <p>Folk stories and castles</p> <p>Local History</p> <div data-bbox="1733 1072 2024 1361" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Tradition</p> <hr/> <p style="text-align: center;">Heritage</p> <hr/> <p style="text-align: center;">Empathy</p> <hr/> <p style="text-align: center;">Chronology</p> </div>

		Empathy	Exploration Communication	Home/habitat	
Year 2	<p><b><u>What was it like to be an evacuee?</u></b></p> <p><b><u>Changes within living memory to reveal aspects of change in national life:</u></b> Children in WW2</p> <p>Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, war, century, 1940s, blitz, years ago, rationing, gas masks, air raids, black outs, Anderson shelters, evacuations, evacuees, spit fires, World War 2, sirens, bombings. Primary sources, secondary sources</i></p> <p>Anderson Shelters/ evacuation</p> <p>Trip to Steam: Evacuation/ In the Shelter</p> <p>Exploring artefacts including toys</p> <p>First- hand experience- interviewing an evacuee.</p> <p>Comparing Wootton Bassett now and in 1940s- Writing letters as an evacuee</p>	Chronology	<p><b><u>Who has helped us to enjoy reading?</u></b></p> <p><b><u>Significant figures:</u></b> Roald Dahl, Michael Rosen, Jill Tomlinson</p> <p>Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, sequence, over time, modern, technology, progress, inventions, developments, printing press, WW2, Royal Air Force, Roald Dahl, BC, AD, ancient, recorded history, sources, reliability, century, decade, digital, internet</i></p> <p>Sequence events from Roald Dahl's life, observe changes during his life.</p> <p>Recap what we know about WW2 through Roald Dahl's experience of the war.</p> <p>Impact and legacy</p> <p>The history of chocolate</p>	Chronology	<p><b><u>How have people explored the world?</u></b></p> <p><b><u>What happened in London in 1666?</u></b></p> <p>Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, sequence, over time, monarch, reign, Nellie Bly, steam ship, rickshaw, chaperone, recorded history, primary sources, reliability, cuffs, bloomers, era, Samuel Pepys, diary, Pudding Lane, St Paul's Cathedral, eye-witness account.</i></p> <p><b><u>Significant figures:</u></b> Nellie Bly</p> <p>Explore and compare aspects of life in different periods- 1889, how women's lives have changed.</p> <p>Discuss how historical women have contributed to national and international achievements.</p> <p><b><u>Significant events:</u></b> Great Fire of London</p> <p>Exploring first hand historical evidence- Samuel Pepys diary</p>

		<table border="1"> <tr><td>Evacuee/ refugee</td></tr> <tr><td>Heritage</td></tr> <tr><td>Town</td></tr> <tr><td>Countryside</td></tr> <tr><td>Belonging</td></tr> <tr><td>Childhood/ All about me</td></tr> <tr><td>Travel</td></tr> <tr><td>Transport</td></tr> <tr><td>Danger</td></tr> <tr><td>War/conflict</td></tr> <tr><td>Friendship</td></tr> <tr><td>Good v Evil</td></tr> <tr><td>Resilience</td></tr> </table>	Evacuee/ refugee	Heritage	Town	Countryside	Belonging	Childhood/ All about me	Travel	Transport	Danger	War/conflict	Friendship	Good v Evil	Resilience	<table border="1"> <tr><td>Communication</td></tr> <tr><td>Heritage</td></tr> <tr><td>Town</td></tr> <tr><td>Countryside</td></tr> <tr><td>Belonging</td></tr> <tr><td>Childhood/ All about me</td></tr> <tr><td>Friendship</td></tr> <tr><td>Good v Evil</td></tr> <tr><td>Resilience</td></tr> <tr><td>Empathy</td></tr> </table>	Communication	Heritage	Town	Countryside	Belonging	Childhood/ All about me	Friendship	Good v Evil	Resilience	Empathy	<p>Sequence of events to be able to explain how it caused so much damaged and what happened after the fire.</p> <p><b>Impact and legacy</b></p> <table border="1"> <tr><td>Chronology</td></tr> <tr><td>Communication</td></tr> <tr><td>Heritage</td></tr> <tr><td>Town/ Countryside</td></tr> <tr><td>Belonging</td></tr> <tr><td>Resilience</td></tr> <tr><td>Empathy</td></tr> <tr><td>Danger</td></tr> </table>	Chronology	Communication	Heritage	Town/ Countryside	Belonging	Resilience	Empathy	Danger
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<b>Geography</b>	Year 1	<p><u>Where does my family come from?</u></p> <p>Who is in my family?</p> <p>Where do I live?</p>	<p><u>What does Earth look like from space?</u></p> <p>Name and locate 7 continents and oceans</p> <p>Equator, North and South Pole</p>	<p><b>Human and Physical Geography</b></p> <p><u>How does the weather affect our lives?</u></p>																															



**Where does my family live?**

**How is my family life different to family life in Bangladesh (or another non-European country)?**

**Have you ever been lost? / How do I get home?** – link to the white rabbit in Alice in Wonderland.

Where is a safe place in our classroom?

Where were these photos taken?

Where in the school is...?

How do we get to Wonderland?

How can the White Rabbit get home?

**Compass directions/ maps**

Childhood/All about Me
Family
Home/habitat
Environment
Town
Countryside
Empathy

Beegu visiting the local environment, local/UK landmarks. (Refugees)

Data collection- investigation into the high street

Using maps, globes, atlases

Home/habitat
Environment
Discovery
Exploration
Refugee

How does the weather of the United Kingdom change from season to season?

How does the weather help us?

Where did Mary live before coming to England?

What is life like in India?

-How is life in India different to life in England?

Home/habitat
Environment
Discovery
Exploration
Empathy

		<p><b><u>What was it like to be an evacuee?</u></b></p> <p><b><u>What is Narnia like?</u></b></p> <p><b>Rural vs urban</b></p> <p>Use basic geographical vocabulary to refer to: <b><i>place, location, up, down, left, right, near, far, above, below, underneath, North, South, East, West, symbols, key, human, physical, compass, directions, rural, urban, landmarks, hills, stations, ports, bridges, roads, train tracks, buildings, rivers, lakes, coasts, weather, London, cities, town,</i></b></p> <p>Introduction to maps and symbols: Narnia, human and physical features.</p> <p>Narnia maps- Write directions to a location of their choice or Cair Paravel from the lamppost. Use locational and directional language.</p> <p>Compare and contrast features of Royal Wootton Bassett from 1940s to now (looking at pictures/ walk up the High Street).</p> <div data-bbox="633 1295 922 1369" style="border: 1px solid black; padding: 5px; text-align: center;">Home/habitat</div>	<p><b><u>What can Charlie see out of his window?</u></b></p> <p><b><u>What is Loompa Land like?</u></b></p> <p><b><u>How do the Oompa Loompa live in Loompa Land?</u></b></p> <p><b><u>Where does chocolate come from?</u></b></p> <p>Urban landscapes: industrial areas (Lowry)</p> <p>Use basic geographical vocabulary to refer to: <b><i>place, location, urban, rural, North, South, East, West, symbols, key, scale, human, physical, compass, directions, landmarks, hills, bridges, roads, buildings, rivers, lakes, coasts, weather, cities, town, village, located, changes, Wiltshire, island, mountains, waterfall, settlement, beach, caves, Atlantic Ocean, sea</i></b></p> <p>Rural and urban landscapes, physical and human geography of both.</p> <p>Map skills further with scaled maps of the school, Royal Wootton Bassett, Charlies town and Loompa Land</p> <p>Explore where chocolate comes from and chocolate production (Ghana).</p>	<p><b><u>Where can we go in 80 days?</u></b></p> <p><b><u>Which order would we travel the world?</u></b></p> <p><b><u>How could we travel to each country?</u></b></p> <p>Use basic geographical vocabulary to refer to: <b><i>place, location, environment, landscapes, country, continent, atlas, map, islands, oceans, seas Australia, Asia, North America, South America, Antarctica, Africa, United Kingdom, Europe, climate, landscape, city, weather, season, human, physical, landmarks, London, North Sea, English Channel, Irish Sea, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Equator, North Pole, South Pole</i></b></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>
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<b>Art/ Design</b>	Year 1	<p><b>Painting/ making / construction linked to topic/ book of the week</b></p> <p>Develop use of variety of tools</p> <p>Observe and draw from observation</p> <p>(Queen of Hearts)</p>	<p><b>Painting/ making / construction linked to topic/ book of the week</b></p> <p>Extend the variety of drawings tools</p> <p><b>Applying colour with a range of tools</b></p> <p>Planets</p>	<p><b>Painting/ making / construction linked to topic/ book of the week</b></p> <p><b>Art inspired by artists: The Snail by Matisse</b></p> <p><b>Extend the variety of drawings tools</b></p> <p>Castles</p>																			

		<p>observe anatomy (faces)</p> <p><b>Painting</b></p> <p>Name all the colours</p> <p>Mixing of colours</p> <p>Use fine brushes</p> <p>Use watercolour paints</p> <p><b>Owls- Owl Babies</b></p> <p><b>Art inspired by artists: Picasso</b></p> <p><b>Pattern</b></p> <p>Awareness and discussion of patterns</p> <p><b>Alice in Wonderland</b></p>	<p><b>Form</b></p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Using clay/ planets</p> <p><u><b>Artist Focus</b></u></p> <p><b>Jackson Pollock</b></p>	<p><b>Printing</b></p> <p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p> <p><b>Form</b></p> <p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Beds -Princess and the pea</p> <p><b>Drawing</b></p> <p>Extend the variety of drawings tools</p> <p>Explore different textures</p> <p>Observe and draw from observation</p> <p><b>Texture</b></p> <p>Sort according to specific qualities</p> <p>Weather collage</p>
	Year 2	<p><b>Use a range of materials creatively to design and make products</b></p> <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>	<p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>	<p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>Art inspired by artists and countries around the world</b></p>

**Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**

Anderson Shelters

Mr Tumnus houses

Wardrobes

Pastels drawing: forests

Mr Tumnus peg puppets

Painting- large and small scale

Environment
Town
Countryside
Empathy
Heritage
Respect

**Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**

Pen and ink character drawings

Shade and tone – Roald Dahl portraits

Roald Dahl writing desks

Matchbox characters

Golden Tickets

**Learn about the work of a range of artists**

Lowry: artist study and chalk drawings

Environment
Town
Countryside
Empathy
Heritage
Respect

- **Monet (France)**
- **Van Gogh blossom**
- **Hokusai –Mount Fuji/ the Wave**

**Peacocks**

**Tigers**

**DT/Food technology**

**Pizzas**

**French breakfast**

**Indian food (The Ganges Restaurant)**

**Sea/ storm related art exploring colour**

**Seascapes colour mixing/ painting (shades of blue/ green)**

**Shells close observational drawing**

**Learn about the work of a range of artists**

**Incl. JMW Turner**

Environment
Town
Countryside
Tradition

				Heritage		
				Respect		
<b>Design and Technology</b>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Plan using pictures and words.</li> <li>• Generate ideas.</li> <li>• Explain your ideas.</li> <li>• Describe how something works.</li> <li>• Recognise features of familiar products.</li> <li>• Make structures/ models using different materials.</li> <li>• Make products that move.</li> </ul> <p>Use the principle of a healthy diet and understand where food comes from.</p> <p>Use a range of construction materials such as Lego, Mobilo and Lasy</p> <p>Make picture frames for family portraits.</p> <p>Felt owls in wooden trees.</p> <p>Identify features of a home.</p> <p>Make Christmas cards/calendars.</p> <p>Furniture for the Three Bears house using construction materials.</p>	<ul style="list-style-type: none"> <li>• Plan using pictures and words.</li> <li>• Generate ideas.</li> <li>• Explain your ideas.</li> <li>• Describe how something works.</li> <li>• Recognise features of familiar products.</li> <li>• Make structures/ models using different materials.</li> <li>• Make products that move.</li> </ul> <p>Use the principle of a healthy diet and understand where food comes from.</p> <p>Make alien spaceships using construction materials.</p> <p>Use junk modelling to make rockets.</p> <p>Make aliens form Giotto.</p> <p>Space creatures using polystyrene balls.</p> <p>Make porridge.</p>	<ul style="list-style-type: none"> <li>• Plan using pictures and words.</li> <li>• Generate ideas.</li> <li>• Explain your ideas.</li> <li>• Describe how something works.</li> <li>• Recognise features of familiar products.</li> <li>• Make structures/ models using different materials.</li> <li>• Make products that move.</li> </ul> <p>Use the principle of a healthy diet and understand where food comes from.</p> <p>Design and make model beds from wood.</p> <p>Use junk modelling and construction materials to make castles.</p> <p>Design and make shields.</p> <p>Evaluating designs</p>		

		<p>Use Play doh</p> <p>Origami rabbits.</p> <p>White rabbit watches.</p> <p>Sew a heart</p> <p>Make jam tarts.</p>	Easter baskets.	
	Year 2	<ul style="list-style-type: none"> <li>• Describe your design using diagrams and words.</li> <li>• Plan what you are going to do next.</li> <li>• Join materials and components in different ways, including textiles.</li> <li>• Explain why you chose a particular material. Explain what went well, what you would change.</li> </ul> <p>Make Christmas cards / calendars.</p> <p>Make model houses for Mr Tumnus.</p> <p>Design and make a wardrobe.</p> <p>Design and make a sledge.</p> <p>Evaluate and make changes</p> <p>Mr. Tumnus models using pegs.</p>	<ul style="list-style-type: none"> <li>• Describe your design using diagrams and words.</li> <li>• Plan what you are going to do next.</li> <li>• Join materials and components in different ways, including textiles.</li> <li>• Explain why you chose a particular material. Explain what went well, what you would change.</li> </ul> <p>Make the chocolate factory (group activity).</p> <p>Grandparent's bed using a matchbox.</p> <p>Make chocolate crispy cakes. (Design, make, evaluate)</p> <p>Make cabbage soup.</p>	<ul style="list-style-type: none"> <li>• Describe your design using diagrams and words.</li> <li>• Plan what you are going to do next.</li> <li>• Join materials and components in different ways, including textiles.</li> <li>• Explain why you chose a particular material. Explain what went well, what you would change</li> </ul> <p>Design and make a bridge (test for strength and evaluate).</p> <p>Make boats that float.</p> <p>Prepare a French breakfast/ Indian meal.</p> <p>Islands- create a winch/ pulley system for the lighthouse keeper's lunch.</p> <p>Make and decorate a Turkish tile.</p>

		<p>Use construction materials to create Narnia.</p>	<p>Make a moving toy model of Willy Wonka.</p> <p>Use joining. Construction techniques in a Roald Dahl work table using wood.</p> <p>Use fabric to design a Willy Wonka bow tie.</p>	<p>Design and make African style fabrics.</p> <p>Make models of Tudor houses (identifying features)</p>												
<p>P.E.</p>	<p>Year 1</p>	<p>Begin to use basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Introduce simple tactics</p> <p>Dance/ gymnastics</p> <table border="1" data-bbox="633 943 925 1267"> <tr><td>Childhood/All about Me</td></tr> <tr><td>Communication</td></tr> <tr><td>empathy</td></tr> <tr><td>celebration</td></tr> </table>	Childhood/All about Me	Communication	empathy	celebration	<p>Begin to use basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Dance/ gymnastics</p> <p>West End Dance: Term 4</p> <table border="1" data-bbox="1171 943 1462 1267"> <tr><td>Childhood/All about Me</td></tr> <tr><td>Communication</td></tr> <tr><td>empathy</td></tr> <tr><td>celebration</td></tr> </table>	Childhood/All about Me	Communication	empathy	celebration	<p>Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Dance /Gymnastics</p> <p>Sports Day</p> <p>6- week dance block Term 5 (Emma Jackson)</p> <table border="1" data-bbox="1731 1002 2022 1326"> <tr><td>Childhood/All about Me</td></tr> <tr><td>Communication</td></tr> <tr><td>empathy</td></tr> <tr><td>celebration</td></tr> </table>	Childhood/All about Me	Communication	empathy	celebration
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	Year 2	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Weekly</p> <table border="1"> <tr><td>Childhood/All about Me</td></tr> <tr><td>Communication</td></tr> <tr><td>empathy</td></tr> <tr><td>celebration</td></tr> </table>	Childhood/All about Me	Communication	empathy	celebration	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Weekly</p> <p>Perform dances using simple movement patterns</p> <p>West End Dance: Term 4</p> <table border="1"> <tr><td>Childhood/All about Me</td></tr> <tr><td>Communication</td></tr> <tr><td>empathy</td></tr> <tr><td>celebration</td></tr> </table>	Childhood/All about Me	Communication	empathy	celebration	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Weekly</p> <p>Sports Day</p> <p>6- week dance block Term 6 (Emma Jackson)</p> <table border="1"> <tr><td>Childhood/All about Me</td></tr> <tr><td>Communication</td></tr> <tr><td>empathy</td></tr> <tr><td>celebration</td></tr> </table>	Childhood/All about Me	Communication	empathy	celebration
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Music	Year 1	<p>Charanga</p> <p>Schools' net music planning</p> <p>Ongoing skills and exploring sounds</p>	<p>Charanga</p> <p>Schools' net music planning</p> <p>The long and short of it</p> <p>Feel the Pulse</p>	<p>Charanga</p> <p>Schools' net music planning</p> <p>Exploring pitch</p> <p>What's the score?</p>
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		<p>Tradition</p> <p>Heritage</p> <p>Respect</p> <p>Belonging</p> <p>Communication</p>	<p>Tradition</p> <p>Heritage</p> <p>Respect</p> <p>Belonging</p> <p>Communication</p>	<p>Tradition</p> <p>Heritage</p> <p>Respect</p> <p>Belonging</p> <p>Communication</p>
	Year2	<p>Charanga</p> <p>Long and short notes</p> <p>Pulse and rhythm</p> <p>Christmas Carols</p> <p>Tradition</p> <p>Heritage</p> <p>Respect</p> <p>Belonging</p> <p>Communication</p>	<p>Charanga</p> <p>High and low</p> <p>Different sounds/ scores</p> <p>North Wilts Music Festival</p> <p>Tradition</p> <p>Heritage</p> <p>Respect</p> <p>Belonging</p> <p>Communication</p>	<p>Charanga</p> <p>Expression</p> <p>Listening (music from other countries)</p> <p>Island soundscapes</p> <p>Tradition</p> <p>Heritage</p> <p>Respect</p> <p>Belonging</p> <p>Communication</p>
PSHE	Year 1	<p>Health and Wellbeing- It's My Body</p> <p>Relationships- Be Yourself</p>	<p>Living in the Wider World- Britain</p> <p>Relationships- Team</p>	<p>Living in the Wider World- Money Matters</p> <p>Health and Wellbeing- Aiming High</p>

			Childhood/All about Me Respect Belonging Empathy Danger			Childhood/All about Me Respect Belonging Empathy			Childhood/All about Me Respect Belonging Empathy
	<b>Year 2</b>	<b>Health and Wellbeing-</b> Think Positive <b>Health and Wellbeing-</b> Keeping Safe	Childhood/All about Me Respect Belonging Empathy Danger	<b>Living in the Wider World-</b> Respecting Rights <b>Relationships-</b> VIP's	Childhood/All about Me Respect Belonging Empathy Family	<b>Living in the Wider World-</b> One World <b>Relationships-</b> Growing Up	Childhood/All about Me Respect Belonging Empathy Environment Family		

<b>R. E.</b>	<b>Year 1</b>	<b>Belonging</b> <b>Celebrations</b> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">       Tradition        Heritage        Respect        Belonging        Empathy     </div>	<b>Believing</b> <b>Different Faiths (Jewish, Islam. Sikh, Buddhist, Christian)</b> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">       Tradition        Heritage        Respect        Belonging        Empathy     </div>	<b>Symbols</b> <b>Stories from the Bible and other faiths</b> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">       Tradition        Heritage        Respect        Belonging        Empathy     </div>
	<b>Year 2</b>	<b>Celebrations (Hanukkah)</b> <b>Christmas Story</b> <b>Harvest – Food bank</b> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">       Tradition        Heritage        Respect        Belonging        Empathy     </div>	<b>Believing (Creation story)</b> <b>Celebrations (Judaism)</b> <b>Easter: Easter gardens</b> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">       Tradition        Heritage        Respect        Belonging        Empathy     </div>	<b>Symbols (special places and what they believe)– the synagogue</b> <b>Special people – who is an inspiring person</b> <b>The Ganges</b> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">       Tradition        Heritage        Respect        Belonging     </div>

				Empathy											
<b>Computing</b>	<b>Year 1</b>	<b>E-Safety: online safety and exploring Purple Mash (Unit 1.1)</b>  <b>Pictograms (Unit 1.3)</b>  <b>Grouping and Sorting (Unit 1.2- link with shape and space in maths)</b>	<b>Lego Builders (Unit 1.4)</b>  <b>Maze Explorers (Unit 1.5)</b>  <b>Grouping and Sorting (Unit 1.2- link with shape and space in maths)</b>	<b>Animated Story Books (Unit 1.6)</b>  <b>Coding (Unit 1.7)</b>  <b>Grouping and Sorting (Unit 1.2- link with shape and space in maths)</b>											
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	<b>Year2</b>	<b>E-Safety: online safety (Unit 2.2)</b>  <b>Coding (Unit 2.1)</b>  <b>Spreadsheets/ Pictograms (Unit 2.3) explored through data handling and science)</b>  <b>Optional: Effective Searching (Unit 2.5)</b>	<b>Questioning (Unit 2.4)</b>  <b>Creating Pictures (Unit 2.6)</b>  <b>Spreadsheets/ Pictograms (Unit 2.3) explored through data handling and science)</b>  <b>Optional: Effective Searching (Unit 2.5)</b>	<b>Making Music (Unit 2.7)</b>  <b>Presenting Ideas (Unit 2.8)</b>  <b>Spreadsheets/ Pictograms (Unit 2.3) explored through data handling and science)</b>  <b>Optional: Effective Searching (Unit 2.5)</b>											
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		Danger					
<b>Trips/ Events/Cultural Capital</b>	<b>Year1</b>	<b>Cinema/ theatre trip</b>	<b>Space Explorer Dome</b>	<b>West End in Schools Pantomime</b>	<b>West End Dance</b>	<b>Trip: Cotswold Farm Park</b>	<b>KS1 production</b>
	<b>Year2</b>	<b>Steam</b>	<b>West End Dance</b>	<b>Watermill Theatre</b>	<b>Roald Dahl Museum</b>	<b>Trip: Clevedon Pier</b>	<b>KS1 Production</b>
<b>British Values/Traditions</b>		<b>School values</b>	<b>School values</b>	<b>Democracy- School Council/ Eco Representatives</b>	<b>Safer Internet Day</b>	<b>School values</b>	<b>Living in the wider world</b>
		<b>Harvest (food bank donations)</b>	<b>Respecting rights</b>	<b>Bonfire Night/ Diwali</b>	<b>Hatching Chicks</b>	<b>(2022 Queen's Platinum Jubilee)</b>	
		<b>Remembrance</b>	<b>Easter/Creation stories</b>	<b>Children in Need</b>			
		<b>Christmas (Nativity)</b>					

Key concepts running through the curriculum:

Childhood/All about Me	Travel	Danger	Chronology
Family	Transport	War/conflict	Tradition
Home/habitat	Adventure	Friendship	Heritage
Environment	Discovery	Good v Evil	Respect
Town	Exploration	Resilience	Belonging
Countryside	Communication	Refugee/evacuee	Empathy