

Year 1/2 Curriculum Topic Map

Cycle A

September 2019



THE MARTON ACADEMY

LABOR OMNIA VINCIT

This curriculum is standardised across The Forge Trust. Where it differs in each academy, local context is taken into account.

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1 02/09/19	Week 2 09/09/19	Week 3 16/09/19	Week 4 23/09/19	Week 5 30/09/19	Week 6 07/10/19	Week 7 14/10/19	Week 1 04/11/19	Week 2 11/11/19	Week 3 18/11/19	Week 4 25/11/19	Week 5 02/12/19	Week 6 09/12/19	Week 7 16/12/19
Curriculum Drivers/ Enrichment	<ul style="list-style-type: none"> Visit a local supermarket to explore where produce is from and to purchase fruit as a stimulus for art work (use fruit from Kenya to link into Geography Unit. Use the walk to identify human features of the environment and link to aerial photos. Cultural Diversity (similarities and differences for children living in Marton and Kingston). Science – make explicit links to how all humans need the same things to grow and thrive. 							Sports coach, nurse, dentist or nutritionist to visit school to talk about keeping healthy. Aspiration: how did they qualify? What do they do in their job? Cultural Diversity: Florence Nightingale and Mary Seacole: caring for all regardless of background, and culture. Mary Seacole: how was her life different to that of Florence Nightingale and explore the important things they had in common (drive, vision, personality, work ethic, compassion). Aspiration: the achievements of Florence Nightingale in leading on improvements in nursing and health against the expectations of the time.						
PE	Locomotor skills <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. ABC <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending; Perform dances using simple movement patterns. 							Attacking and defending <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. Throwing and catching <ul style="list-style-type: none"> 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. 						
Science	The Needs of Animals and Humans <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults; Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 				Keeping Healthy <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 			
Art	Still Life – Cezanne (begin with observational drawings of fruit, leading to work with pastels and paints, progress to using Paul Cezanne’s work as an inspiration to explore techniques.) Aims: <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 							Kenyan Art (choose a stylised piece of Kenyan art work as a stimulus for collage) <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; To use a range of materials creatively to design and make products; Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design. 						

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History						Florence Nightingale/ Mary Seacole <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. 								
RE												Inspirational Leaders: Being Human (Christianity and Islam) <ul style="list-style-type: none"> Pupils retell stories about the prophets and parables from the bible. Pupils think about the behaviour shown by these people e.g. being kind, valuing and respecting others, being trustworthy, making good choices; Pupils encounter many examples of simple 'wise sayings' (e.g. from Jesus) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them Pupils ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions; Pupils discuss stories of co-operation from Islam and Christianity and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'); Religious content will include: Stories about key leaders e.g. Mary, Peter and Paul and Ibrahim, nuh, musa; their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. 		

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Geography	<p>Comparing a village in Kenya with Marton</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans; Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 													
Computing	<p>2.1 Coding</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; Create and debug simple programs; Use logical reasoning to predict the behaviour of simple programs. 							<p>2.2 Online Safety</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>2.3 Spreadsheets</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 						
Music	<p>Travel</p> <p>Musical Focus: Performance + IMP</p> <p>The children learn a Kenya game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive "theme park" music.</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 							<p>Our Bodies</p> <p>Musical Focus: Beat + IMP</p> <p>The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 						

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DT								<p>Nutrition - Fruit kebabs</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria; • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria. <p>Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes; • Understand where food comes from. 						

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Curriculum Drivers/ Enrichment	Visit RAF Scampton Heritage Museum Aspiration: The Wright Brothers and the qualities needed to succeed, perseverance overcoming set-backs and failures. Link to own experiences when designing and making. Cultural Diversity: Learning about other cultures (Jewish beliefs and practices linked to creation/ stories in common with Christianity. All humans as part of the same family.						Visitor Mrs Bowles - lambs (introduction to a range of animals as a stimulus for learning about habitats) Aspiration: Visitor to visit classes afterwards and children to interview about role, what does the person do for their job? how did they learn to care for animals etc.? Visit to a local place of worship or visitor into school (baptism and discussions of belonging). Cultural Diversity: We all need to belong. In what ways do we already belong? School? Family? Clubs? Teams? How can we help a new pupil who doesn't speak our language to belong?					
PE	Dance <ul style="list-style-type: none"> 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; Perform dances using simple movement patterns. Gymnastics <ul style="list-style-type: none"> 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 Perform dances using simple movement patterns. 						Multi-skills <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. Team Games <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. 					
Science	Uses of Materials <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 			Living things and their habitats <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive; Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; Identify and name a variety of plants and animals in their habitats, including micro-habitats; Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 		
Art							Clay animals/ habitats (decide on an animal to focus on and begin with observational drawings, leading to plans and then begin to experiment and work with clay towards a finished high quality product. <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 					

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DT	<p>Flying and gliding</p> <ul style="list-style-type: none"> Design, make and evaluate a <i>paper plane</i> that will sustain flight/ travel the furthest (challenge: how long); <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 													
History	<p>The First Flight</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. 													
RE			<p>Community: Christianity and Islam</p> <p>What do Christians and Muslims do to express their beliefs?</p>								<p>Life Journey: Christianity and Islam</p> <ul style="list-style-type: none"> Linking to PSHE, pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1); Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2); 			

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Geography							Animals Around the World <ul style="list-style-type: none"> Investigate the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Recap: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 					
Computing				2.4 Questioning <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 							2.5 Effective Searching <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school. 	
Music	Number Musical Focus: Beat The children explore steady rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 						Animals Musical Focus: Pitch The children link animal movements with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 					

	<u>Summer 1</u>					<u>Summer 2</u>						
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Curriculum Drivers/ Enrichment	Visit to Newark Castle Aspirations Who is responsible for the upkeep of Newark Castle stone masons, grounds people etc., (input during visit). Cultural Diversity (what was it like to be a Saxon under Norman rule). Links to belonging- how would you feel seeing the castle going up with a drawbridge in your town. You can't go in without permission, and are told what to do (links to Saxon "Moots" debates to decide things and British Values- democracy.)					Visit to a synagogue (focus on stories with key characters e.g. Joseph, Jonah, Noah). Cultural Diversity: visit to a synagogue how can we believe different things and still be friends. Revisit memories and photographs of earlier visit to a Christian place of worship. Shared beliefs and British values (tolerance). Looking at the things we share in common e.g. special things linked to the Torah. Discuss sharing of key stories in Christianity and Judaism. The United Kingdom: (links to cultural diversity- the UK and beyond, where do our families and friends come from as a way of providing context to learning about the human and physical geography of the UK-what is it like there? How far is it from London, Edinburgh, Cardiff, Belfast? Is it in Scotland, Wales, England?)						
PE	Football/Basketball skills <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. 					Athletics/Sports Day prep <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. 						
	Hockey/Tennis skills <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. 					Striking and fielding <ul style="list-style-type: none"> 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; Participate in team games, developing simple tactics for attacking and defending. 						
Science	Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants; Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 					Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 		Seasonal Changes <ul style="list-style-type: none"> Observe changes across the four seasons; Observe and describe weather associated with the season and how day length varies. 		Working Scientifically (possible investigations linked to shadows and light) <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 		
Art						Stain glass Windows illustrating stories from the Old Testament (See RE link) Aims: <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 				Shadows and Silhouettes Aims: <ul style="list-style-type: none"> Introduce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design 		

												techniques in using colour, pattern, texture, line, shape, form and space.
Summer 1					Summer 2							
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DT	Build a model of the gate house at Newark Castle with working drawbridge. Design <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. Technical knowledge <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable; Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 											
History	Why was Newark Castle built and what was it for? (events beyond living memory that are significant nationally). The Norman Conquest and the castle building that took place following the invasion. What happened, what took place and how do we know? Why were castles built in the way they were?											
RE						Jewish and Christian Stories : How and why some stories are important in religion? What can we learn from them and from the Torah? Pupils retell (for example through drama or in pictures) some religious stories with key characters such as Joseph, Jonah, Noah, Daniel, David, Abraham and suggest reasons why they are important to Jewish people and Christians (A2); <ul style="list-style-type: none"> Pupils think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively (C1); Pupils ask and find out about from where these stories come (The Torah, the Old Testament in the Bible) (B3); Pupils consider what is special about the Torah and respond sensitively, relating to their special things (B1); Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. The importance of the Torah.						
Geography						The United Kingdom <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; Identify seasonal and daily weather patterns in the United Kingdom and the location. 						

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Computing	2.6 Creating Pictures <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		2.7 Making Music <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		2.8 Presenting Ideas <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.							
Music						<p>Seasons</p> <p>Musical Focus: Pitch,</p> <p>The children develop their understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p>Weather</p> <p>Musical Focus: Exploring Sounds</p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 						

Additional Commentary

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

The 'golden threads' in our curriculum are as follows:

1. Standards: pupil achievement in reading, writing, speaking & listening and maths (children in our school said that achievements in all English subjects (reading, writing, handwriting, spelling, grammar) and maths were very important for their future success. Staff agree that children need to achieve in these areas in order to succeed in other curriculum areas, especially as they go on to secondary education);
2. Aspirations (being a small village school, staff feel that many children are happy to follow in their parents' footsteps, without recognising the possibilities that may be available to them outside of their immediate locality);
3. Cultural diversity and preparing children for 'Modern Britain'.