## Class 1

### Curriculum Plan

**Term 1 & 2**

2019 - 2020

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<tr>
<th>Drivers/themes</th>
<th>Term 1 and 2 (History based)</th>
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<table>
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<tr>
<th>Topic/Theme</th>
<th>Ancient Egyptians &amp; All About Me</th>
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<table>
<thead>
<tr>
<th>Possible Opening Ideas/Big Questions</th>
<th>Ancient Egypt</th>
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<tbody>
<tr>
<td>What do we already know?</td>
<td></td>
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<tr>
<td>What is an archaeologist?</td>
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<tr>
<td>How do we find out about the past?</td>
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<tr>
<td>Who were the Egyptians?</td>
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<tr>
<td>Where were they from?</td>
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<tr>
<td>What does pharaoh mean?</td>
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<tr>
<td>What does a pyramid look like, who built them, and what were they built for?</td>
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<tr>
<td>What does a Mummy look like?</td>
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<tr>
<td>What is meant by the Valley of the Kings?</td>
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<table>
<thead>
<tr>
<th>Me</th>
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<tbody>
<tr>
<td>What are the correct names for body parts?</td>
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<tr>
<td>What can I do for myself?</td>
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<td>Why am I special?</td>
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<td>Why should we brush our teeth?</td>
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<td>Why do we keep clean?</td>
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<tr>
<td>What keeps me healthy/in balance?</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Amazing Ancients and Me</th>
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<table>
<thead>
<tr>
<th>Texts to be used</th>
<th>‘Look inside Mummies and Pyramids’ (Usborne books)</th>
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<tbody>
<tr>
<td>The Egyptians – Art from the Past (Gillian Chapman)</td>
<td></td>
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<tr>
<td>First Experiences – stories (Usborne books)</td>
<td></td>
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<tr>
<td>Poems (range of poets)</td>
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<tr>
<td>The Jolly Postman by Janet and Allan Ahlberg</td>
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<tr>
<td>Range of non-fiction books – non-chronological reports</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>Ancient Egypt</th>
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</thead>
<tbody>
<tr>
<td>Making Pyramids &amp; a Sphinx</td>
<td></td>
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<tr>
<td>Tomb for a King</td>
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<tr>
<td>Hieroglyphic Messages &amp; Code Breaking</td>
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<tr>
<td>Mural Paintings</td>
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<tr>
<td>Making a Mummy</td>
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<table>
<thead>
<tr>
<th>History</th>
<th>Royal Burial</th>
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<tbody>
<tr>
<td>Reed Boats</td>
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<tr>
<td>Valley of the Kings</td>
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<tr>
<td>Tomb in the Rocks</td>
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<tr>
<td>Pharaoh’s Jewels</td>
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<tr>
<td>Hand Mirror</td>
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<tr>
<td>Digging up the Past</td>
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</tbody>
</table>
### Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together

*The small school with BIG ideas...*

<table>
<thead>
<tr>
<th><strong>Mummified Cats</strong></th>
<th><strong>Key Individuals</strong> • Lives of significant historical figures, including comparison of those from different periods – <strong>Howard Carter</strong> (our Time Traveller)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Me as a baby, toddler, now – my timeline</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Geography** | **Linked to our History Topic - Compare and contrast a small area of the UK with a non-EU country**  
Place knowledge • understand geographical similarities and differences through studying the human and physical geography of our area, and compare with Egypt.  
ELG - Children know about similarities and differences in relation to places, objects, materials and living things • They talk about the features of their own immediate environment and how environments might vary from one another |

| **Maths** | **EYFS**  
Numbers: counting and recognition (one number per week)  
Shape, space and measures: 2D shape  
**Year 1**  
Number – Place Value  
Number – Addition and Subtraction  
**EYFS**  
Shape, space and measures: 2D shape  
Sorting and comparing  
Numbers: addition and subtraction  
**My Day - Time**  
**Year 1**  
Geometry – Shape  
Number: Place Value  
Number – Addition and Subtraction |

| **English Objectives** | **Stories about Families** – starting school, plus other experiences children will have encountered  
**Focus**  
Name letters of the alphabet, and order them.  
Form lower case letters correctly  
Leave spaces between words  
**Poetry (linked to history)**  
**Focus**  
Form lower case letters correctly  
Leave spaces between words  
Use capital letters for proper nouns  
**Writing labels and Captions (linked to history)**  
Form lower case letters correctly  
Leave spaces between words  
Use capital letters for proper nouns  
**Information texts (linked to history)**  
**Focus**  
Leave spaces between words  
Begin to use basic punctuation: . ? !  
**Receive/write Postcards (linked to history)**  
**Focus**  
Leave spaces between words  
Begin to use basic punctuation: . ? !  
Use capital letters for proper nouns  
Spell words containing each of the 40+ phonemes already taught.  
Spell common exception words.  
Lists (linked to history)  
Spell words containing each of the 40+ phonemes already taught.  
Spell common exception words.  
Begin to use basic punctuation: comma  
Writing instructions (linked to history)  
**Focus** Leave spaces between words  
Begin to use basic punctuation: . ? !  
Use capital letters for proper nouns  
Spell words containing each of the 40+ phonemes already taught.  
Spell common exception words.  
Develop understanding of vocabulary, grammar and punctuation concepts by |

| **Year 1 Number – Place Value** | **Number – Addition and Subtraction**  
Number: Place Value  
Number – Addition and Subtraction  
**Year 1 Number – Place Value** |
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| Use capital letters for proper nouns | joining words and joining clauses using 'and'

| Spell words containing each of the 40+ phonemes already taught. | Leaflet – Non Chronological Report (linked to history)

| Spell common exception words. | Focus

| Past, present and future tense | Spell common ‘exception’ words

| Begin to use basic punctuation: . ? ! | Compose sentences orally before writing

| Read own writing to peers or teachers | ELG - Children use their phonic knowledge to write words in ways which match their spoken sounds

| • They also write some irregular common words | • They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

| Science objectives | Animals and Humans

| Identify and name common body parts | Materials

| Identify and compare common animals | Distinguish between objects and materials

| ELG - They make observations of animals and plants and explain why some things occur, and talk about changes | Identify and name common materials

| Describe some properties of some materials | Compare and classify common materials

| Physics • Observe weather associated with changes of season – on-going throughout the year. | ELG - Children know about similarities and differences in relation to places, objects, materials and living things

|
**Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together**

**The small school with BIG ideas ...**

<table>
<thead>
<tr>
<th>PSHE</th>
<th>(Citizenship &amp; British Values) School and class rules</th>
</tr>
</thead>
</table>
| **EYFS** | Me and my feelings (including the PINK curriculum – theme – ‘All about me’)  
What are the correct names for body parts?  
What can I do for myself?  
Why am I special?  
Why should we brush our teeth?  
Why do we keep clean?  
What keeps me healthy/in balance? |
| **Year 1** | Myself and my relationships (including the PINK curriculum – theme – Friends and Family)  
Who takes care of me?  
What makes a good friendship?  
What does private mean?  
What behaviour makes us feel happy/sad (including appropriate and inappropriate touch)? |
| **Year 2** | How media, commerce and social issues shape our understanding of the world  
(Citizenship & British Values)  
(The Rule of Law and Democracy)  
What are our class / school rules? Why is it important we all stick to the class rules?  
Children’s rights and responsibilities – (Liberty) How can we help each other?  
What is the difference between and want and need? What are our rights?  
What are our responsibilities to ourselves and others?  
The local community (Respect and tolerance). What do we mean by community? What sorts of communities are there? (e.g class, school, local) Who is in our community? What groups do we belong to, in school or outside of school? Do we all believe in the same things?  
The local environment (Respect) What is good about where we live? What would make it even better? What can we do to improve our area? |

| Language | Answering name on register in French  
Answering name on register in French  
Count to 5 in French |
|----------|--------------------------------------------|
| Computing | **Recognise the use of ICT outside of school**  
Understand use of algorithms  
Write and test simple programs  
Use logical reasoning to make predictions  
Create own picture using 2simple program  
Programming Robots  
Debug  
Ipad - using apps to support pour learning |
| D&T | **Design purposeful, functional & appealing products**  
Generate, model & communicate ideas  
Use range of tools & materials to complete practical tasks  
Evaluate existing products & own ideas  
Build and improve structure & mechanisms  
Making Pyramids & a Sphinx  
Mummified Cats  
Reed Boats  
Pharaoh’s Jewels  
Hand Mirror |
**Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together**

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<table>
<thead>
<tr>
<th></th>
<th><strong>ELG - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</strong></th>
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<tbody>
<tr>
<td><strong>Music</strong></td>
<td>Sing/learn new Songs (including Harvest songs) and musical accompaniment</td>
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<tr>
<td></td>
<td>Compose music for a journey through Ancient Egypt</td>
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<tr>
<td><strong>Art and Design</strong></td>
<td>Use drawing, painting and sculpture</td>
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<tr>
<td></td>
<td>Use a range of materials</td>
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<td></td>
<td>Develop techniques of colour, pattern, texture, line, shape, form and space</td>
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<td>Hieroglyphic Messages &amp; Code Breaking</td>
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<td></td>
<td>Mural Paintings</td>
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<td>Christmas cards</td>
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<td></td>
<td>Christmas decorations</td>
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<tr>
<td><strong>RE strand</strong></td>
<td><strong>EYFS - Being Special: where do we belong?</strong></td>
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<td></td>
<td><strong>Year 1 - Who do Christians say made the world? Harvest</strong></td>
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<tr>
<td><strong>Key events</strong></td>
<td>Diwali (Oct 27th)</td>
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<tr>
<td>Drivers/themes</td>
<td>Term 3 and 4 (Geography based)</td>
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<tr>
<td>Topic/Theme</td>
<td>World Terrain</td>
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</table>
| Possible Opening Ideas/Big Questions | Identify seasonal and daily weather patterns  
Is the weather the same in every country?  
Identify the location of hot and cold countries in the world  
Why are some countries hotter than others?  
What animals live in which countries? Habitats? |
| Title         | Our Wonderful World           |
| Texts to be used | Atlases  
World maps  
Globes  
BBC weather  
Animals and their habitats  
PPP – World Weather (including the equator)  
PPP – Around the world – Animals and their habitats |
| History       | Key events  
February – Shove Tuesday, Chinese New Year  
March – St David’s Day, St Patrick’s Day, Mother’s Day  
April – Easter, St George’s Day  
**ELG** - They know about similarities and differences between themselves and others, and among families, communities and traditions |
| Geography     | Identify seasonal and daily weather patterns, and the location of hot and cold countries in the world.  
Use basic geographical vocabulary  
Use four compass directions  
**ELG** - Children know about similarities and differences in relation to places, objects, materials and living things • They talk about the features of their own immediate environment and how environments might vary from one another |
| Maths objectives | **EYFS**  
Addition and Subtraction (numbers to 5)  
Number and Place Value (numbers to 10)  
Addition and Subtraction: Addition to 10  
**Year 1**  
**EYFS**  
Addition and Subtraction: Addition to 10  
Geometry: Shape and Space  
**Year 1**  
Number: Place Value (within 50)  
(multiples of 2, 5 & 10)  
Measurement: Length and Height  
Measurement: Weight and Volume |
**Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together**

*The small school with BIG ideas ...*

<table>
<thead>
<tr>
<th>Number objectives</th>
<th>English objectives</th>
<th>Science objectives</th>
<th>PSHE</th>
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</thead>
</table>
| Number: Addition and Subtraction (within 20)  
Number: Place Value (within 50) (multiples of 2, 5 & 10)  
Addition to 10 | Dictionaries  
**Focus**  
Name letters of the alphabet, and order them.  
Form lower case letters correctly  
**Fairy Tales**  
**Focus**  
Leave spaces between words  
Past, present and future tense  
Spell common 'exception' words  
Begin to use basic punctuation: . ? !  
Form lower case letters correctly  
Spell words containing each of the 40+ phonemes already taught.  
Spell common exception words.  
**Diary writing**  
**Focus**  
Compose sentences orally before writing  
Read own writing to peers or teachers  
Spell days of the week | **Poetry**  
**Focus**  
Use common plural & verb suffixes  
Begin to use basic punctuation: . ? !  
Spell the days of the week  
**Information texts**  
**Focus**  
Leave spaces between words  
Begin to use basic punctuation: . ? !  
Use capital letters for proper nouns | **Instruction**s  
**Focus**  
Develop understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'  
**ELG** - Children use their phonic knowledge to write words in ways which match their spoken sounds  
They also write some irregular common words  
They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Plants & All Living things – comparing and investigating similarities and differences, labelling, and observing animals, humans, plants.  
Physics  
Observe weather associated with changes of season – on-going throughout the year. | **Plants** - Identify, classify, and describe their basic structure. Observe and describe growth and conditions for growth.  
**ELG** - They make observations of animals and plants and explain why some things occur, and talk about changes. | Understanding the dynamics of healthy relationships (Kindness and anti-bullying)  
What makes me a good friend? What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)? How do we show kindness to ourselves? How do we keep ourselves safe? When is it safe or not safe to take medicine? Who can | Developing Risk management (keeping safe at home, keeping safe outside)  
Who helps us? What are emergency services? How do the emergency services help to keep us safe? How do we keep ourselves safe? When is it safe or not safe to take medicine? Who can |
we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?  

we speak to about our feelings? What is a medicine? When can medicines be helpful and when can they be harmful? Who takes responsibility for medicines when we’re younger? How do I recognise when something could be harmful? What could I do if I think something is not safe?

| Language     | French – Answering name on register  
Counting to 10 | French – Answering name on register  
Counting to 10 |
|--------------|--------------------------------------|--------------------------------------|
| Computing    | Recognise the use of ICT outside of school  
Understand use of algorithms  
Write and test simple programs  
Use logical reasoning to make predictions | Organise, store, retrieve and manipulate data  
Communicate online safely and respectfully |

**ELG** - Children recognise that a range of technology is used in places such as homes and schools • They select and use technology for particular purposes.

| D&T          | Linked to key events  
Design purposeful, functional & appealing products  
Generate, model & communicate ideas  
Use range of tools & materials to complete practical tasks  
Evaluate existing products & own ideas  
Build and improve structure & mechanisms  
**Making pancakes (cooking)**  
**Chinese New Year (whole day making related food and artefacts)**  
**Design and make Easter/Mother’s day cards** |  
|--------------|--------------------------------------|

**ELG** - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

| Music        | Listen to, and use un-tuned instruments  
Sign Songs | Learning new Songs – including songs for Easter  
Listen to,  
Mozart, Dubassy and Elgar  
and use un-tuned instruments |
|--------------|--------------------------------------|--------------------------------------|

**ELG** - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

| Art and Design | Use drawing, painting and sculpture  
Use a range of materials – linked to ‘Our Wonderful World’ theme | Develop techniques of colour, pattern, texture, line, shape, form and space |
|----------------|-------------------------------------------------|--------------------------------------|

**ELG** - They represent their own ideas, thoughts and feelings through design.
Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together

The small school with BIG ideas ...

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<thead>
<tr>
<th>RE strand</th>
<th>EYFS</th>
<th>EYFS</th>
</tr>
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<tbody>
<tr>
<td>What times/stories are special and why?</td>
<td>Year 1</td>
<td>Why is Easter special to Christians?</td>
</tr>
<tr>
<td>What do Christians believe God is like?</td>
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<td>Year 1</td>
</tr>
<tr>
<td>Who is Jewish and how do they live?</td>
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</tbody>
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### Curriculum Plan

**Term 5 & 6**

**2019 - 2020**

#### Drivers/themes

- Term 5 and 6 (History based)

#### Topic/Theme

- Great Fire of London
- My Home

#### Possible Opening Ideas/Big Questions

- When was the Great Fire of London?
- How did it start?
- What happened?
- Were there any fire engines?
- How long did London burn for?
- How many people died?
- What changes were made following the fire?
- What were houses like in Tudor times?
- What is my home like?
- What is my home built from?
- Where do I live?
- Who lives with me?

#### Title

**My Home in Our Great Nation**

#### Texts to be used

- PPP Great Fire of London
- Books on the Great Fire of London
- Extracts from Samuel Pepys diary
- Maps
- Reading comprehensions (guided reading)
- Timelines
- Recipes – making bread!
- PPP Homes/houses
- Magic Grandad book – extracts
- Types of houses/homes
- Comparing homes now/Great fire of London homes
- SSM – Shapes – homes

#### Science/History

- EYFS – children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own
<table>
<thead>
<tr>
<th>Understanding the World</th>
<th>immediate environment, and how environments might vary one from another. They make observations, talk about changes, and explain why some things might occur.</th>
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</thead>
<tbody>
<tr>
<td>Find out about the Great Fire of London – answer the big questions!</td>
<td>Look at our homes and compare these with Tudor homes.</td>
</tr>
</tbody>
</table>

| Geography | Name & locate the four countries and capital cities of the United Kingdom using atlases & globes. (Linked to Great Fire of London) Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocab **EYFS** – children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment, and how environments might vary one from another. |

| Maths objectives | **EYFS** Geometry – exploring patterns Addition and Subtraction – counting on and back Number and Place Value (numbers to 20) Multiplication and Division (doubling) **Year 1** Number: Multiplication and Division (reinforce multiples of 2, 5 & 10) Number: Fractions Geometry: Position and Direction **EYFS** Multiplication and Division – numerical patterns - (halving and sharing) (odds and evens) Measurement (length, height, distance, weight & capacity) **Year 1** Number: Place Value (within 100) Measurement: Money Measurement: Time |

| English objectives | **Text Types** Captions – (linked to our history topic) Diaries – (linked to our history topic) Write stories set in places pupils have been **Year 1** Focus Develop understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using ‘and’, but, because, using ?!, Focus Add prefixes using the prefix un Focus Using letter names to distinguish between alternative spellings of the same sound. **EYFS** **Text Types** Letters (linked to our History topic) Non-chronological report (linked to our History topic) Glossaries and Indexes (linked to our history topic) Traditional Tales (alternative versions) **Year 1** Focus Develop understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using ‘and’, but, because, using ?!, Focus Add suffixes using the suffix ing Focus Using letter names to distinguish between alternative spellings of the same sound. |
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The small school with BIG ideas ...

<table>
<thead>
<tr>
<th>Children can read and understand simple sentences. They decode regular words and read the aloud accurately. They also read some common irregular words. They also demonstrate understanding when talk to others about what they have read.</th>
<th>EYFS Children use their phonic knowledge to write words that match their spoken sounds. They also write some common irregular words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</th>
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</thead>
<tbody>
<tr>
<td>Science objectives</td>
<td>Materials</td>
</tr>
<tr>
<td>• distinguish between an object and the material from which it is made</td>
<td>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</td>
</tr>
<tr>
<td>• describe the simple physical properties of a variety of everyday materials</td>
<td>• compare and group together a variety of everyday materials on the basis of their simple physical properties</td>
</tr>
<tr>
<td>(linked to homes now and during the Great Fire of London)</td>
<td>Physics • Observe weather associated with changes of season – on-going throughout the year.</td>
</tr>
<tr>
<td>ELG - Children know about similarities and differences in relation to places, objects, materials and living things • They talk about the features of their own immediate environment and how environments might vary from one another.</td>
<td>PSHE Understanding personal change &amp; responsibility (All about me) How have I changed? What is similar and different about girls and boys? What are the names of the external body parts? What are the correct names for body parts?</td>
</tr>
<tr>
<td>Understanding the dynamics of healthy relationships (Friends and family) Who takes care of me? What does private mean? What makes a good friendship? What behaviour makes us feel happy/sad (inc appropriate and inappropriate touch)?</td>
<td>Language Counting to 10 in French Answering name on register</td>
</tr>
<tr>
<td>Colours in French</td>
<td>Computing Recognise the use of ICT outside of school Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions Create own picture using 2simple program Programming Robots Debug Ipad - using apps to support our learning</td>
</tr>
<tr>
<td>D&amp;T Making Tudor homes Our homes</td>
<td>Creating a Great Fire of London display</td>
</tr>
<tr>
<td>ELG - Children use what they have learnt about media and materials in original ways, thinking about uses and</td>
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</tr>
<tr>
<td>Music</td>
<td>Listen with concentration and understanding to range of high quality live and recorded music. Benjamin Britain and children’s choice</td>
</tr>
</tbody>
</table>
| Art and Design | Fire pictures  
Portrait of Samuel Pepys  
Portrait of ourselves  
Sketch our homes  
Sketch the local environment | **ELG** - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories |
| RE strand | **EYFS** - Why is the word ‘God’ so important to Christians?  
Year 1 - Who is Jewish and how do they live? (PART 2) | **EYFS** - What places are special and why?  
**Year 1** - How should we care for the world and for others, and why does it matter? |