Art and Design

St. Bede's Catholic Infant School

Subject Intent for Art and Design

Subject Leader: Mrs. Jackson

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching art and design is to give every child the National Curriculum.

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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 implementation

Time allocation:

Art and design is allocated 4% of curriculum time over Key Stage 1, through discrete subject teaching or relevant cross-curricular links. The teaching takes place during a dedicated arts week and throughout the year.

Subject content : Key stage 1

Pupils should be taught:

- 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.

Teaching and Learning

Throughout KS1 children explore the work of artists to develop appreciation and to illustrate techniques, styles and art forms..
Vocabulary relevant to art forms and techniques is used to support children's development and understanding.
Children are taught about the properties of different mediums and materials in order to support their understanding and independent selection.
Teachers plan for a range of 2D and 3D work (eg initial ideas may be 2D and finished piece 3D).
Any experimentation of materials and techniques, planning or design is evidenced in the children's sketch books.
Finished pieces will be displayed or photographed.

YEAR 1 Art and design AUTUMN TERM • Observation - line and colour • Experimentation and application	Objective 1 – use a range of mediums to explore mixing colours. Knowledge – know how to mix secondary colours and how to use different materials Skills – be able to select and apply materials
	Objective 2 – use observational skills to explore line and shape. Knowledge – different techniques to support development of observation skills / representation. Skills – experiment confidently and apply techniques
YEAR 1 Art and design SPRING TERM • Changing materials • Experimentation and selection	Objective 1 – use tools and techniques to create effects, textures and patterns Knowledge – know how to create different effects, textures and patterns Skills – safe and effective use of tools and application of techniques
	Objective 2 – think of and produce an imaginative piece using skills and techniques explored. Knowledge – different and appropriate tools and techniques Skills – selecting tools and techniques to create a desired / planned for effect.
YEAR 1 Art and design SUMMER TERM • Different art forms • Selecting appropriately	Objective 1 – recognises and describes different art forms Knowledge – examples of different art forms and exploration of materials Skills – to recognise and describe different art forms and materials
	Objective 2 – used an identified art form to create a 3D piece Knowledge – art forms suitable for different purposes Skills – to plan and create their own design

YEAR 2 Art and design AUTUMN TERM • Observation - line and colour • Experimentation and application	Objective 1– to use a range of mediums to explore mixing shades of colours and be able to describe them. Knowledge – know how to mix shades of colour and create tones with different materials Skills – be able to experiment with and select and apply materials
	Objective 2– use observational skills to explore line, shape, form and space. Knowledge – different techniques to support understanding of accurate representation, perspective and planning. Skills – apply techniques
YEAR 2 Art and design SPRING TERM • Changing materials • Making appropriate selections	Objective 1– use tools and techniques to create effects, textures, patterns and forms Knowledge – how to use tools and techniques to make changes to materials and create effects Skills – develop accuracy and competence using tools and applying techniques
	Objective 2 – select an appropriate art technique, using explored practices to create their own piece Knowledge – which techniques and tools are appropriate Skills – creating an individual piece which reflects their plans, knowledge and imagination.
YEAR 2 Art and design SUMMER TERM • Features of different art forms • Designing, planning, making	Objective 1– can identify and discuss the differences and similarities between different art forms Knowledge – about the work of artists, craft makers and designers and the features of their art forms Skills – think and talk about similarities and differences
	Objective 2– produce an imaginative piece (2D and/or 3D) involving planning and making choices about appropriate materials, techniques and tools. Knowledge – how to plan and make choices about appropriate materials and techniques Skills – planning- making appropriate choices

Art and Design Vocabulary

Colour wheel - a diagram of the spectrum which shows the relationships between the colours.
Primary colours - red, yellow, and blue. From these all other colours are created.
Secondary colours - colour mixing - colours that are created by the mixture of two primary colours, i.e. red and yellow make orange, yellow and blue make green, blue and red make purple.
Shade - A variation of a colour produced by the addition of black.
Tint - A variation of a colour produced by the addition of white.
Tone - Colours produced by adding varying amounts of black and white.
Cool colours - Colours suggesting coolness- blues, greens, purples and their variants.
Warm colours - Colours suggesting warmth, reds, yellows, oranges and their varients.
Line – Line is path of a moving point. Lines define the edges of shape and form. Line qualities can vary in width, length, colour, direction.
Shape - Shape is an area enclosed by line.
Shadow / Shade / Shading - The darker part on the portion of a form's surface that is turned away from the light source.
Technique -The manner and skill in which the artist uses tools and materials (Media) to achieve an effect.
Collage An artistic composition made of various tactile materials (e.g., paper, cloth, or wood)
Texture - The surface quality of materials, either actual (tactile) or implied (visual).
Media / Medium - The materials and tools used by the artist to create a work of art.
Sculpture Three-dimensional artwork to be seen from all sides or as a relief in which figures protrude only slightly from the background.
Design/Form/Composition - The plan, conception or organization of a work of art; the arrangement of independent parts to form a coordinated whole. The elements of form are lines, shapes, tone, textures and colours.
Scale - Relative size, proportion – foreground and background.
Perspective - representing three-dimensional objects on a two-dimensional surface.
Reflection Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

Curricular Component	EYFS	Year 1	Year 2
Colour **Suggested Artists:** **David Hockey** Yayoi Kusuma Alma Thomas Van Gogh Picasso Frida Kahlo Monet Cezanne	• Explore and experiment with colours. • Explore warm and cold colours. • Experiment with colour mixing. ***ELG Expressive Art and Design: Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.***	• Begin to explore how colours can affect moods. • Identify primary and secondary colours and explain what primary colours you can mix to create the secondary colours. • Know how to mix colours and how to use different materials. • Experiment confidently and apply techniques.	• Know how to use different colours to portray feelings in artwork. • Use a range of mediums to explore mixing colours. • Identify primary and secondary colours. • Mix secondary colours and begin to explore different shades of colours. • Know how to mix shades of colours to create tones.
Line **Suggested Artists:** Mondrain Kandinsky Picasso LS Lowry Goya	• Make simple marks on the page. • Develop fine motor control. ***ELG Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***	• Begin to accurately draw lines of different shapes and thickness. • Explore different types of lines e.g. spiral, zigzag. • Use observational skills.	• Use of observational skills to explore line, shape, form and space. • Begin to draw lines in different mediums • Sketching, considering use of line. • Use a range of techniques to support accurate representation, perspective and planning.

Shape **Suggested Artists:** **Matisse** Kandinsky Escher Paul Klee Robert Delauney	• Begin to use simple shapes in artwork. • Begin to recognise simple shapes and use these when drawing objects. • Begin to create simple patterns. ***ELG Expressive Art and Design: Create closed shapes with continuous lines, and begin to use these shapes to represent objects.*** ***Draw with increasing complexity and detail, such as representing a face with a circle and including details.***	• Recognise simple shapes and use these when drawing objects. • Create simple patterns using shapes and materials. • Repeat simple patterns.	• Begin to use more complex, abstract shapes in their artwork. • Create complex patterns. • Repeat complex patterns to create symmetrical art.
Texture & Print Making **Suggested Artists:** Max Ernst Andy Goldsworthy Matisse Delita Martin Anne Marie Grgich Mary McCleary	• Begin to manipulate and cut paper. • Use of different tools to create textures (cotton buds, bubble wrap, leaf rubbing) ***ELG Expressive Art and Design: Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.*** ***Explore different materials freely, in order to develop their ideas about how to use them and what to make.*** ***Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.***	• Explore various ways to cut and rip paper to create collage (begin to overlay materials to create desired effects). • Explore printing with found materials i.e. sponges. • Explore a range of techniques i.e. pressing, stamping, rubbing (frottage) • Selecting tools appropriately to create a desired effect.	• Consider the use different collage techniques (overlapping, ripping, cutting). • Printing techniques using a variety of materials e.g. sponges, fruit, blocks. • Demonstrate and build on knowledge of a range of techniques (rolling, stamping, pressing etc…) • To use tools and techniques to make changes to materials and create effects.

Form **2D & 3D** **Suggested Artists:** Andy Goldsworthy Yayoi Kusuma Michelle Reader Jill Townseley Degas Dame Barbara Hepworth Alexander Calder Tony Cragg Gaudi Eva Rothschild	• Use playdough and Lego to create sculptures and shapes. • Handling, feeling, enjoying and manipulating materials. • Constructing and building. ***ELG Expressive Art and Design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.***	• Explore how 2D can become 3D • Use a variety of materials for sculpting and experiment with joining and constructing. • Explore clay and what is does. • Press into clay surface to create texture/pattern. • Use of imagination, knowledge and skills to plan and create a 3D piece.	• Produce an imaginative piece (2D and/or 3D) involving planning and making choices about appropriate materials, techniques and tools. • Identify and discuss the differences and similarities between different art forms/artists.
Responding to art	• Begin to associate art work with stories and emotions. • Begin to explain what you they like/dislike about their own artwork. ***ELG Expressive Art and Design: Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.***	• Name famous artists, designers and craftspeople. • Describe what they can see and like in the work of another artist/craft maker/designer. • Ask questions about a piece of art.	• Name famous artists, designers and craftspeople. and recall simple facts about them. • Ask and answer questions, providing personal views about a piece of art. • Begin to adapt and refine ideas.

Artists listed by themes: http://theartyteacher.com/artists-themes/

Computing

St. Bede's Catholic Infant School

Subject Intent for Computing

Subject Leader: Miss Parle, Mrs. Kaye

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching Computing is to give every child the National Curriculum.

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Subject implementation

Time allocation:

Computing is allocated 4% of curriculum time over Key Stage 1, through discrete subject teaching or relevant cross-curricular links. The teaching takes place in class and at a designated time in the Computing Suite.

Subject Content: Key Stage 1:

Pupils should be taught:

- to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- to create and debug simple programs
- to use logical reasoning to predict the behaviour of simple programs
- to use technology purposefully to create, organise, store, manipulate and retrieve digital content
- to recognise common uses of information technology beyond school
- to 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

Teaching and Learning

Throughout KS1 children explore the uses of computers around them.
Vocabulary relevant to computing is used to support children's development and understanding
Children's work will be displayed in class or in Topic files.

Year 1 Computing AUTUMN TERM 1.1 Online Safety (DL); 1.2 Grouping and Sorting (IT); 1.3 Pictograms (IT); 1.4 Lego Builders (CS) •	Objective 1: 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. Knowledge: to know how to keep safe online Skills: to talk about keeping safe online
	Objective 2: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowledge: to know how to save work and use 2Create tools in Purple Mash Skills: to store and retrieve work and to locate tools within Purple Mash to create digital content.
Year 1 Computing SPRING TERM 1.5 Maze Explorers (CS); 1.6 Animated Stories (IT)	Objective 1: Create and debug simple programs. Knowledge: to identify and resolve simple issues within a programme Skills: to use the tools within Purple Mash 2Code to solve simple problems within a programme
	Objective 2: Use logical reasoning to predict the behaviour of simple programs. Knowledge: to predict what will happen when a simple programme is run Skills: to use the tools within Purple Mash 2Code to solve simple problems within a programme
Year 1 Computing SUMMER TERM 1.7 Coding (CS); 1.8 Spreadsheets (IT); 1.9 Technology Outside School (DL)	Objectives 1: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Knowledge: to use algorithms to run a simplistic programme Skills: to use 2Code tools in Purple Mash
	Objective 2: Recognise common uses of information technology beyond school. Knowledge: to identify common uses of technology in the wider world Skills: to recognise and discuss different uses and applications of technology in school and beyond

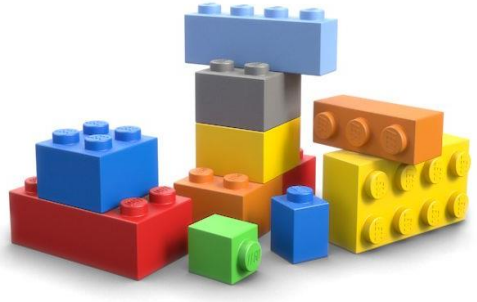
Year 2 Computing AUTUMN TERM 2.1 Coding (CS); 2.1 Online Safety (DL); 2.2 Spreadsheets (DL)	Objective 1: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Knowledge: to use algorithms to run a programme independently Skills: Pupils can use 2Code tools in Purple Mash independently, building on work from Year One
	Objective 2: Create and debug simple programs. Knowledge: to identify and resolve issues within a programme Skills: to use the tools within Purple Mash 2Code to solve more complex problems within a programme
	Objective 3: Use logical reasoning to predict the behaviour of simple programs. Knowledge: to predict what will happen when a programme is run Skills: to use the tools within Purple Mash 2Code to solve increasingly complex problems within a programme
SPRING TERM 2.4 Questioning (IT); 2.5 Effective Searches (IT); 2.7 Making Music (IT)	Objective 1: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowledge: to know how to effectively search for content; to use sound buttons to create content Skills: to independently use tools within Purple Mash to create digital and audio content
SUMMER TERM 2.6 Creating Pictures (IT); 2.8 Presenting Ideas (DL)	Objective 1: Recognise common uses of information technology beyond school. Knowledge: to identify common uses of technology in the wider world; to create appealing digital content Skills: Pupils can recognise and discuss different ways to share digital content using the 2Create and 2Draw tools
	Objective 2: 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. Knowledge: to know how to keep safe online Skills: to talk independently about keeping safe online, drawing on previous lessons in Year One

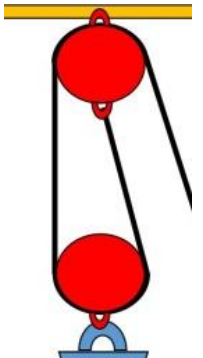
Computing Vocabulary

- DL – Digital Literacy
- IT – Information Technology
- CS – Computer Science

Algorithm – a set of instructions for achieving a goal or solving a problem
Debug – to detect and correct the errors in a computer program
Digital Content – any media created, edited or viewed on a computer (e.g. images, sound, video)
Execute – to follow a series of instructions
Input – data provided to a computer system (e.g. keyboard, mouse, computer screen)
Output – the information produced by a computer system for its user – an action provided by a computer (e.g. printing, audio)
Sequence – to place programming instructions in order
Software – computer programs and the operating system, also includes apps
Variables – a way in which computer programs can store, retrieve or change simple data (e.g. a score, time left, user's name)

Design and Technology





St. Bede's Catholic Infant School

Subject Intent for Design and Technology

Subject Leader: Miss Phillips

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Purpose of study

Design and technology is an inspiring, rigorous and practical subject. A high-quality design and technology education should stimulate, engage and inspire pupils to design and make products that solve real and relevant problems within a variety of different contexts. It should draw on a wide range of subject knowledge from disciplines such as mathematics, science, engineering, computing and art. As pupils progress, they should develop their ability to be resourceful and innovative with a critical understanding of the impact of Design and technology on daily life and the wider world.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Subject implementation

Time allocation:

Design and technology is allocated 4% of curriculum time over Key Stage 1, through discrete subject teaching or relevant cross-curricular links. The teaching takes place during a dedicated arts week, health and wellbeing week and throughout the year.

Subject content : Key stage 1

Pupils should be taught:

- to design purposeful, functional, appealing products for themselves and other users based on design criteria.
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- to select from and use a range of tools and equipment to perform practical tasks.
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- to explore and evaluate a range of existing products.
- to evaluate their ideas and products against design criteria.
- to build structures, exploring how they can be made stronger, stiffer and more stable.
- to explore and use mechanisms.

Teaching and Learning

Throughout KS1 children explore the purpose of designing, making and evaluating products for a wide range of purposes within daily life and the wider world. Vocabulary relevant to design and techniques is used to support children's development and understanding

Children are taught about the design and making process of a wide variety of products. They develop knowledge of materials and techniques, to create and improve products used in a wide variety of everyday situations.

Teachers plan for the development of skills and knowledge involved in designing, making and evaluating a product.

Both planning and design is evidenced through topic files.

Finished pieces will be displayed or photographed.

YEAR 1 Design and Technology AUTUMN TERM • Design • Produce	Objective 1 - To explore the purpose, function and appeal of different designs Knowledge- To look at designs and consider their purpose, function and appeal. Skills – To practice using appropriate techniques and to select materials best suited to specific designs.
	Objective 2 - To plan and construct an imaginative design Knowledge – To design purposeful, functional and appealing products safely Skills – To use tools and materials to complete practical tasks.
YEAR 1 Design and Technology SPRING TERM • Evaluate • Produce	Objective 1- To identify simple sliders and levers in products Knowledge- To research how sliding mechanisms and levers are used within products. Skills – To practice appropriate techniques to create sliders and levers
	Objective 2 – To know how to use simple sliders and levers in designs. Knowledge – That sliding mechanisms and levers are used to create movement in products. Skills – Use appropriate techniques to create sliders and levers
YEAR 1 Design and Technology SUMMER TERM • Nutritional value • Produce	Objective 1 - To develop an understanding of nutrition and healthy eating Knowledge – That fruit and vegetables have nutritional value are an important part of our diet. Skills – To look at safe ways of preparing healthy foods such as fruit and vegetables.
	Objective 2 – To apply knowledge of nutrition and healthy eating to design and construct a healthy snack Knowledge – To understand which ingredients are used within healthy snacks. Skills – To create a healthy snack using knowledge of nutrition and healthy living.

YEAR 2 Design and Technology AUTUMN TERM • Design • Construct	Objective 1 – To understand how 3D models are constructed Knowledge – To research how a structure needs to be designed in order to best fit its purpose Skills – To practice appropriate techniques to construct a 3D model.
	Objective 2 - To plan design and construct a 3D model Knowledge – To understand how a structure needs to be designed in order to best fit its purpose Skills – To select appropriate materials, tools and techniques to construct a 3D model.
YEAR 2 Design and Technology SPRING TERM • Design • Construct	Objective 1 – To understand how sliders and levers are used within designs. Knowledge – To research how sliders and levers are used within a design. Skills – To use appropriate tools and materials to practice techniques used to create levers/sliders.
	Objective 2 - To be able to make simple mechanisms Knowledge – To understand the mechanics and use of sliders and levers and to use these appropriately within a design. Skills – to select appropriate materials and techniques to construct a product featuring levers/sliders.
YEAR 2 Design and Technology SUMMER TERM • Food sources • Construct	Objective 1-To develop an understanding of the principles of nutrition and healthy eating and where food comes from. Knowledge – To understand that dependent on climate, food is grown in a variety of countries/regions and how it is packaged. Skills – To use appropriate tools and materials to practice construction techniques when constructing simple food packages.
	Objective 2- To know that foods are packaged in a variety of ways Knowledge – To understand that the type of food can determine its packaging. Skills – To use appropriate materials and techniques to design and construct a food package.

Design and Technology Vocabulary

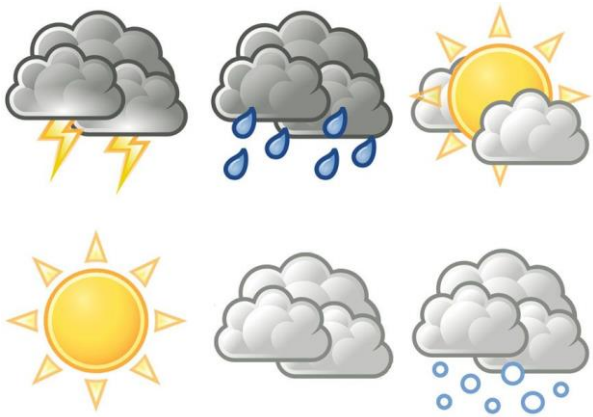
Designing
Choosing, investigating, tasting, arranging, experimenting, popular, sort, blockgraph, pictogram, design, plan, specification, explore, questionnaire, cost, preference, drawing, features, experiment, user, model, ideas, discuss, predict

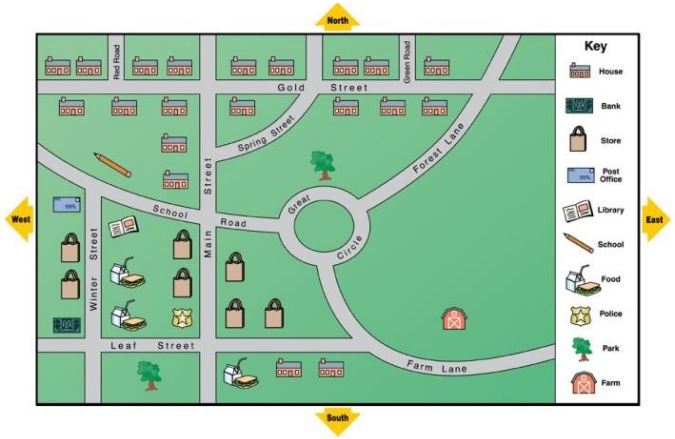
Making
Washing, cleaning, peeling, cutting, slicing, grating, create, construct, taste, construction, parts, equipment, join, fix, combining, making, manipulate, combine, tear, twist, cut, rip, fold.

Knowledge and understanding
Healthy, salad, fruit, vegetables, peel, flesh, skin, grater, chopping board, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch, framework, movement, structure, weak, paper, card, plastic, model, chassis, axles

Sensory
texture, taste, appearance, crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy, taste

Evaluate
Consider, discuss, analyse, improve, develop, change, adapt, alter.

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Great Circle
School Road
Main Street
Winter Street
Leaf Street
Farm Lane

Geography


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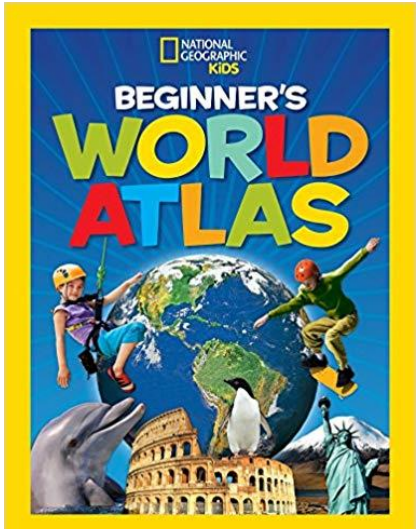

NATIONAL GEOGRAPHIC KIDS
BEGINNER'S
WORLD ATLAS

St. Bede's Catholic Infant School

Subject Intent for Geography

Subject Leader: Mr. O'Neill

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching geography is to give every child the National Curriculum.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject implementation

Time allocation:

Geography is allocated 4% of curriculum time over Key Stage 1, through discrete subject teaching or relevant cross-curricular links. The teaching takes place throughout the year.

Subject content : Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

- Locational knowledge
  - name and locate the world's seven continents and five oceans
  - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge
  - 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
- Human and physical geography
  - identify seasonal and daily weather patterns in the United Kingdom and 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
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork
  - 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 Geography – key stages 1 and 2 3
  - 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

Teaching and Learning

Throughout the course of Year Two: there are two objectives that will be taught at many points throughout each term. These overarching objectives are:

- Name and Locate the world's 7 continents and 5 oceans
- Devise a simple map and construct basic symbols and keys.

YEAR 1 Geography AUTUMN TERM • Geographical Language • Observational language and skills	Objective 1 – Use basic vocabulary to refer to physical and human features Knowledge – Understand a range of vocabulary relating to physical and human features (see Vocab handout for examples) Skills – Be able to use this language accurately to describe a range of geographical features.
	Objective 2 – Use simple fieldwork and observational skills to study the geography of school grounds and key human and physical features in the surrounding environment. Knowledge – To distinguish between two environments and make comparisons. Skills – Understand and experience a range of fieldwork skills and how to make observations.
YEAR 1 Geography SPRING TERM • Directional Language • Map work	Objective 1 – Use basic human and physical features to devise a map. Knowledge – Understand simple features of a map Skills – Apply observed features to a simple map of their own.
	Objective 2 – Use simple compass directions (N/S/E/W) and locational and directional language to describe the location of features and routes on a map. Knowledge – Directional language Skills – Incorporate directional language
YEAR 1 Geography SUMMER TERM • Areas of the World • Map work	Objective 1 – Name, locate and identify characteristics of the 4 countries and capital cities in the UK. Knowledge – The four countries and capitals that make up the UK. Skills – To use map work skills to identify these locations on a map.
	Objective 2 – Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features to devise a simple map. Knowledge – How to interpret information from maps and aerial photographs (what can you see? Where is it?). Skills – To devise a map of their own- showing key human and physical features.

YEAR 2 Geography AUTUMN TERM • Areas of the World • Map Work	Objective 1 - Use world maps, atlases and globes to identify the UK and its countries. Knowledge – about different countries, continents and oceans of the world. Skills – Become familiar and increasingly confident with map/globe/atlas work to locate areas of the world.
	Objective 2 - Use world maps, atlases and globes to identify a variety of countries, the continents and oceans. Knowledge – about different countries, continents and oceans of the world. Skills – Become familiar and increasingly confident with map/globe/atlas work to locate areas of the world.
YEAR 2 Geography SPRING TERM • Weather Patterns • Map work and connections.	Objective 1 - To identify seasonal and weather pattern in the UK and locations of hot and cold areas in the world in relation to the equator and North and South poles Knowledge – Understand the different types of weather patterns using geographical descriptions. Skills – Use maps to identify key features such as the equator and North/South Poles
	Objective 2 - Compare hot and cold areas in the world in relation to the equator and North and South poles Knowledge – Understand the different types of weather patterns using geographical descriptions. Skills – Use maps to identify key features such as the equator and North/South Poles. How do these help us explain the different weathers?
YEAR 2 Geography SUMMER TERM • Location and Human and Physical features. • Geographical and comparative language	Objective 1 - To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and the small area of a contrasting non-European country. Knowledge – Locate the area on a map and understand the differences between human and physical geography. Skills – Use geographical language and concepts to make comparisons between different areas of the UK
	Objective 2 - Study the human and physical geography of a small area of a contrasting non-European country in comparison to the previously studied are of the UK. Knowledge – Locate these areas on a map and understand the differences between human and physical geography. Skills – Use geographical language and concepts to make comparisons between different areas of the world.

Pupils should name the: 7x Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The 5 x Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean. Pupils should use geographical vocabulary for key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Airport
Animals
Area
Atlas
attractive

backward
bad
barn
beach
beautiful
bridge
Britain
building
bungalow
Bus

calm
canal
centre
chapel
church
City

Europe
Equator
factory
faraway
Farm
fence
field
fishing
Flat
Flood
fog
food
forest
forward
freeze

globe
Good
grid reference
Grow

hail
harbour

map
marsh
mine
motorway
mountain

natural
near
next to
night
noisy
North pole

ocean
office
outskirts

path
photograph
pit
places
plan

Shop
Side
similar
slope
smelly
smoky
Snow
Soil
South pole
spoil
spring
station
stone
storm
stream
street
summer
Sun
symbol

terrace
Tide
Tip

cliff
clinic
cloudy
coal
climate
community
compare
conservation
continent
co-ordinate

county
crops
cottage

damaged
day

desert
different
distance
down
Dry
dull

east
edge
England - London
environment

hedge
Hill
holiday
home
hospital

hotel
house

Ice

identify
improve
industry
interesting
Ireland - Dublin
island

journey
Job

Key

lake
land
lane
left
leisure

plants
polar
pollution
pond
port
position

quarry
quiet

railway
rain
resort
right
river
road

rock
route

same
scale
school
Scotland - Edinburgh
sea
season
service
settlement

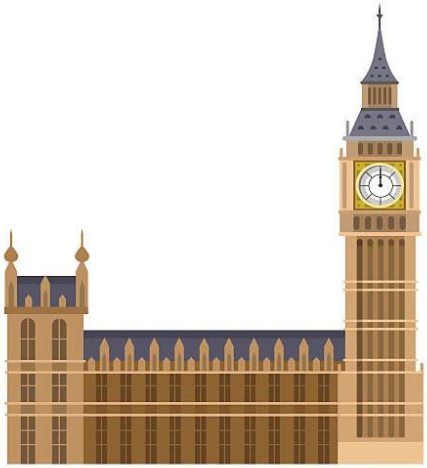
town
trade
tropical
turn

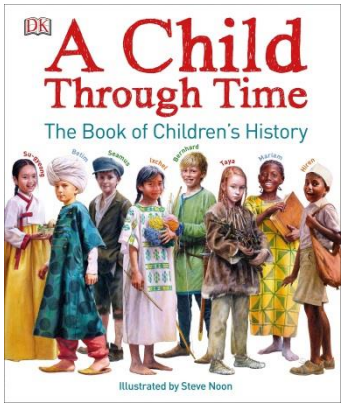
up

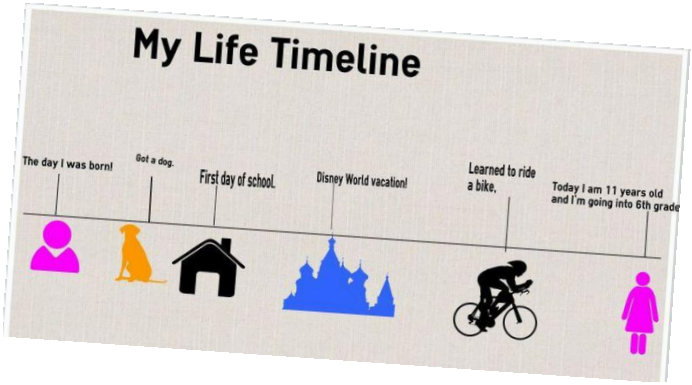
valley
vegetation
view
village

Wales -
warm
weather
wet
west
windy
winter
wood
work
world

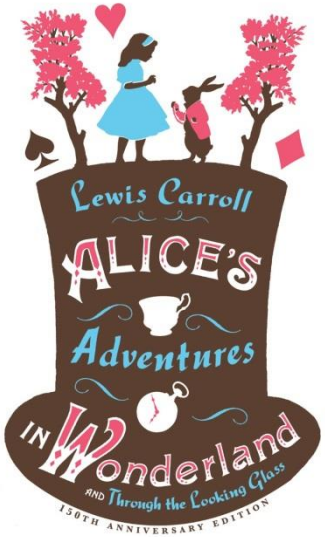
year




DK
A Child Through Time
The Book of Children's History
Illustrated by Steve Noon


My Life Timeline
The day I was born!
Got a dog.
First day of school
Disney World vacation!
Learned to ride a bike.
Today I am 11 years old and I'm going into 6th grade

History


Lewis Carroll
ALICE'S
Adventures
IN Wonderland
AND Through the Looking Glass
150TH ANNIVERSARY EDITION


Family Tree
You
Your Brother
Your Sister
Your Baby Brother
Mom
Dad

St. Bede's Catholic Infant School

Subject Intent for History

Subject Leader: Mr. O'Neill

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching History is to give every child the National Curriculum.

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject implementation

Time allocation:

History is allocated 4% of curriculum time over Key Stage 1, through discrete subject teaching or relevant cross-curricular links. The teaching takes place throughout the year.

Subject content : Key stage 1

Pupils should be taught:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality

Teaching and Learning

Across the key stage teaching will ensure that children develop the knowledge (propositional-content and procedural-skills) as detailed below.

YEAR 1 History AUTUMN TERM • Language • Distinguishing between the past and present	Objective 1 - Have an awareness of the past, using common words and phrases relating to the passing of time. Knowledge – know how to appropriately use language relating to the past and present. Skills – Distinguish between the past and present.
	Objective 2 - To be able to order events according to their place in time. Knowledge- know how to apply language relating to the past and present. Skills- Order events according to past and present.
YEAR 1 History SPRING TERM • Past and present • Impact	Objective 1 - Acknowledge changes within living memory. Knowledge –Distinguish between the past and present. Skills understand why things may have changed.
	Objective 2 - Use changes within living memory to reveal aspects of change in national life. Knowledge –Distinguish between the past and present. Skills – Understand how these changes have impacted our lives.
YEAR 1 History SUMMER TERM • People and places • The significance of events	Objective 1 - Learn about significant historical events. Knowledge- Learn about different events of significance in history. Skills – To understand what was significant about certain events. What does this mean for us?
	Objective 2 - People and places in their own country. Knowledge- Learn about different people and places of significance in our country. Skills – To understand the significant of certain people. What did they do for us?

YEAR 2 History AUTUMN TERM • Sources • Application of sources	Objective 1 - Use sources to show that they know and understand key features of events. Knowledge – Learn about what sources are and how we use them. Skills – Develop the skill of using sources to understand key events in history.
	Objective 2 - Use a range of sources to learn about a period in time. Knowledge – Unpick a source based on our prior knowledge- what can of source is this? Skills – Use these skills of using sources to understand key events in history.
YEAR 2 History SPRING TERM • Identification • Impact and comparison	Objective 1 - To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Knowledge – To identify significant individuals from the past. Skills – To discuss the impact that these figures have had and to be able to compare figures from distant/near past.
	Objective 2 - To make a comparison between significant individuals from the past and near present. Knowledge- Acknowledge the similarities of achievements between these figures Skills- Discuss the differences between these figures and what caused the changes.
YEAR 2 History SUMMER TERM • 'Beyond living memory' • The significance of events	Objective 1 - Learn about events beyond living memory Knowledge – What 'beyond living memory' means/ identify significant events beyond living memory Skills – Understand the significance of these events.
	Objective 2 - Consider how the events are significant nationally or globally. Knowledge- Understand how events can cause changes- what changes have these caused and why? Skills – Understand the significance of these events.

	Key History Vocabulary N.B. continually revisit previous words	**Specific vocabulary for content** (can be split into year group units) N.B. continually revisit previous words	**Historical skills vocabulary** appropriate at this stage N.B. continually revisit these	**Other general words for this age group** N.B. continually revisit
KS1	History significant Timeline Order Compare Similar/ Different Fact/ opinion Artefact Event Source Evidence Changes Invention Question Cause Consequences Reason Connections Century/ decade Living memory different periods of time	**1.Changes within living memory.** change in national life Parents, Grandparents, Great grandparents Lifetimes way of life Home life, transport, materials, leisure **2.Events beyond living memory** significant nationally globally Great Fire of London, aeroplane flight commemorate festivals anniversaries remembrance key features of events Parliament **3.Significant individuals** contribution national international achievements aspects of life monarch / reign coronation explorer inventor **4. Significant historical events, people and places in own locality** Local impact museum buildings	Observation Sequence Contrast Research Using sources Ability to build a timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions	Modern Past/ present/ future Memory Information similarity, difference lives memorial monument

Music

St. Bede's Catholic Infant School

Subject Intent for Music

Subject Leader: Miss Parle

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching music is to give every child the National Curriculum.

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Subject implementation

Time allocation:

Music is allocated 4% of curriculum time over Key Stage 1, through discrete subject teaching or relevant cross-curricular links. The teaching takes place in class and in the hall.

Subject Content: Key Stage 1

Pupils should be taught:

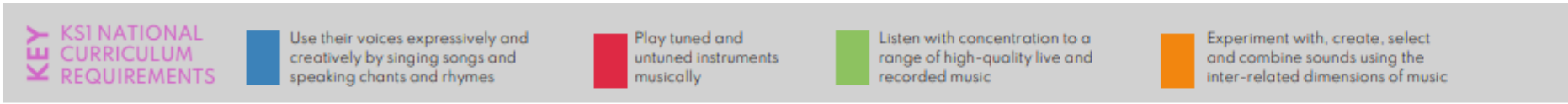
- to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- to play tuned and untuned instruments musically
- to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the interrelated dimensions of music

Teaching and Learning

Vocabulary relevant to Music will be used to support the children's development and understanding.
Children will take part in whole-school and class singing sessions.
Children will become familiar with the interrelated dimensions of music (see subject content) and explore sounds in a variety of ways.
Children will regularly be given opportunities to perform.

Year 1 Music Autumn Term Pulse and Rhythm Sing, listen, compose, play	Objective 1 – Explore pulse through songs, voices and movement Knowledge – to know what pulse is Skills – To maintain a steady pulse
	Objective 2 – Explore the difference between pulse and rhythm Knowledge – to know that pulse and rhythm are different Skills – To begin to recognise the difference between pulse and rhythm
Year 1 Music Spring Term Tempo, dynamics, pitch, timbre Sing, play, listen, compose, notate, improvise	Objective 1 – Explore how sounds can be changed Knowledge – to know that music can be changed in different ways Skills – To create a variety of different vocal sounds
	Objective 2 - Use music to tell a story Knowledge – to know that sounds can be sequenced to tell stories and create effects Skills – To create vocal and instrumental sound effects
Year 1 Music Summer Term Pitch, rhythm, timbre, dynamics Sing, listen, play, improvise, notate	Objective 2 – Recognise changes in pitch and copy simple pitch patterns Knowledge – to know that sounds can be high and low Skills – To play and sing simple melodies that move up and down
	Objective 2 – Represent pitch and create music Knowledge – to know that pitch can be represented in various ways Skills – Use informal notation to prepare a performance

Children will listen to a diverse range of musical genre from different musical periods.



Year 2 Music Autumn Term Pulse, rhythm, structure, tempo, timbre Sing, listen, improvise, play, compose	Objective 1 – Perform and copy rhythms and movement using a steady pulse. Knowledge – to know the difference between pulse and rhythm Skills – To perform actions to a steady pulse
	Objective 2 – Combine and represent rhythmic patterns Knowledge – to know how to identify rhythms in music Skills – To perform a rhythmic chant with a steady pulse
Year 2 Music Spring Term Tempo, dynamics, pitch, timbre Sing, play, listen, compose, notate, improvise	Objective 1 – Explore musical mood, choosing sounds to match character Knowledge – to know that music affects mood Skills – listen, describe and change sounds using musical vocabulary
	Objective 2 – Sequence and combine sounds to tell stories with soundscapes Knowledge – by selecting and combining sounds we can affect mood Skills – compose and notate a piece of music with contrasting sections
Year 2 Music Summer Term Pitch, rhythm, timbre, dynamics Sing, listen, play, improvise, notation	Objective 2 – Identify changes in pitch and copy pitch patterns Knowledge – to know that pitch of an instrument can change (inc. voice) Skills – imitate and describe changes in pitch
	Objective 2 – Create and notate melodies for a performance Knowledge – to know that music can be represented with graphics Skills – to notate, play and sing melodies that move up and down

Children will listen to a diverse range of musical genre from different musical periods.

KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

KS1 Music Vocabulary

- Pulse - the regular heartbeat of the music, the steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse
- Pitch – high and low sounds
- Tempo – the speed of the music (fast, slow, in-between)
- Dynamics – how loud or quiet music is
- Timbre – all instruments (including voices) have a certain sound quality (eg difference between sound of trumpet and violin
- Texture – layers of sound. Layers of sound working together make music interesting to listen to
- Structure – every piece of music has a structure (eg. intro, verse, chorus, ending)

Physical Education

St. Bede's Catholic Infant School

Subject Intent for Physical Education

Subject Leader: Mr. O'Neill

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching physical education is to give every child the National Curriculum.

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject implementation

Time allocation:

Physical education is allocated 4% of curriculum time over Key Stage 1. Children are allocated 2hrs of PE time per week following Get Set 4 PE lesson plans. These include topics such as Fundamental Skills, Ball Skills, Dance, Gymnastics and Athletics.

Subject content: Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
Pupils should be taught to:

- 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.

Teaching and Learning

Throughout KS1 children develop their key fundamental skills so that they can progress into adapting these skills for a wide variety of sports and physical activities. Vocabulary relevant to fundamental skills is used to support children's understanding relating to their physical development and acquisition of skills. Children are taught about the importance of developing fundamental skills and the positive impact physical activity has on both their health and wellbeing. They develop knowledge of materials and techniques, to create and improve products used in a wide variety of everyday situations.

Teachers plan for the development of fundamental skills through the Get Set 4 PE scheme of work and conduct half termly assessments.

Physical Education Long Term Plan **(INDOOR/OUTDOOR)**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	*Intro to P.E. (1)*	*Games (1)*	*Gymnastics (1)*	*Ball Skills (1)*	*Fundamentals (1)*	*Dance (1)*
	Intro to P.E. (2)	*Games (2)*	*Gymnastics (2)*	*Ball Skills (2)*	*Fundamentals (2)*	*Dance (2)*
1	*Fundamentals*	*Invasion Games*	*Gymnastics*	*Ball Skills*	*Net & Wall*	*Athletics*
	Fitness	*Team Building*	*Dance*	*Sending & Receiving*	*Striking & Fielding*	*Yoga*
2	*Fundamentals*	*Invasion Games*	*Gymnastics*	*Ball Skills*	*Net & Wall*	*Athletics*
	Fitness	*Team Building*	*Dance*	*Sending & Receiving*	*Striking & Fielding*	*Yoga*

(Based on Get Set 4 PE Scheme of Work) **Physical Education Vocabulary**

Fundamental Skills	Balance, Direction, Land, Fast, Safely, Jump, Hop, Jog, Speed, Skip, Sprint, Dodge, Balance
Fitness	Exercise, Heart, Lungs, Oxygen, Mood, Healthy, Body, Speed, Distance, Sprint, Jog, Steady, Race
Invasion Games	Safely, Defender, Dribbling, Pass, Attacker, Space, Points, Score, Team, Possession, Send, Teammate, Chest Pass, Received, Goal, Dodge, Bounce Pass
Team Building	Solve, Teamwork, Lead, Direction, Co-operate, Instructions, Share, Listen, Safely, Travel, Support, Map, Successful, Plan, Communicate
Gymnastics	Action, Travel, Balance, Jump, Direction, Roll, Point, Shape, Speed, Fast, Slow, Level, Link, Tuck, Sequence, Straddle, Pike
Dance	Counts, Action, Travel, Pose, Move, Direction, Forwards, Backwards, Speed, Fast, Slow, Level, Shape, Counts, Action, Travel, Shape, Direction, Space, Balance, Timing, Mirror, Pathway
Ball Skills	Far, Aim, Safely, Throw, Send, Roll, Catch, Direction, Balance, Overarm, Underarm, Distance, Dribble, Collect, Target
Sending and Receiving	Aim, Throw, Roll, Kick, Catch, Safely, Racket, Track, Send, Accurate, Target, Control, Release, Receive
Net and Wall	Safely, Ready Position, Partner, Score, Racket, Net, Underarm, Space, Point, Receive, Opponent, Quickly, Trap, Defend, Return, Collect, Against
Striking and Fielding	Throw, Points, Target, Pass, Space, Score, Team, Hit, Catch, Send, Batter, Bowler, Fielder, Place, Strike, Runs, Track, Catch, Backstop/Wicketkeeper, Batter, Bowler, Fielder
Athletics	Fast, Slow, Jump, Aim, Direction, Far, Bend, Improve, Hop, Safely, Travel, Balance, Speed, Jog, Sprint, Pace, Take off, Landing, Swing, Height, Distance, Overarm, Underarm
Yoga	Space, Listen, Copy, Pose, Breath, Balance, Slowly, Breathe, Stretch, Focus, Create, Feel, Choose, Position, Breath, Flow

PSHCE

(including Relationships, Sex & Health Education)

Anti-Bullying Week

Safer Internet Day

CAFOD
NSPCC

Emotional Health & Well-Being Week

Community

Community Arts Days
RSE Equalities
Family Learning
Choir in the community

WHOLE SCHOOL PSHCE

RRSA

Universal Children's Day
Day for Change
Wants & Needs

Sunbeams

Health Improvement Team

Equality & Diversity

No outsiders in our school

Fairtrade

Life Education

Eco Schools
Walk to School Challenge
Ladauto Si

British Values

Prevent
Democracy
Parliament
Remembrance

Intent for PSHCE including Relationships, Relationships and Sex (RSE) and Health Education

Subject Leader: Miss Parle

(Cross reference to RSE Journey in Love)

The school's curriculum statement gives an overview of the overall aims of the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the scheme of work for PSHCE is the aim to deliver the statutory entitlement for Relationships and Health Education. The content set out in DfE guidance is embedded in the school ethos and culture and is delivered through PSHCE in the context of a broad and balanced curriculum and across all aspects of school life and curriculum. Relationships, Relationships and Sex (RSE) and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as science, computing and PE.

The scheme of work is based on the SCARF Programme which provides a spiral curriculum for PSHE education, including Mental Health and Well-being. SCARF is mapped to the new DfE guidance for Relationships Education and Health Education, The PSHE Association's Programmes of Study Learning Opportunities, the National Curriculum, Curriculum for Excellence and Ofsted's requirements.

Relationships and Sex Education is taught through Journey in Love.

Purpose of study

In line with the age and stage of development of our children and in line with DfE guidance the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships to build their self-efficacy. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex situations. Everyone faces difficult decisions in their lives and our aim is to support the children to develop resilience, to know how and when to ask for help, and to know where to access support.

Aims

The DfE statutory guidance aims to ensure that all pupils receive high quality evidence based and age appropriate teaching of RSHE which will help to prepare pupils for the opportunities, responsibilities and experiences they will encounter in their adult life in the context of the wider world. Through the delivery of PSHCE including Relationships, Relationships and Sex (RSE) and Health Education we aim to promote the spiritual, moral, social, cultural, metal and physical development of pupils at school and in society.

Implementation

Time allocation

PSHCE is allocated 4% of curriculum time over Key Stage 1. PSHCE is delivered through discrete teaching, relevant cross-curricular links and is lived through our ethos and culture. The teaching takes place through dedicated weeks including British Values week, Parliament Week, Emotional Health and well-being week and Sports and Physical well-being week

Content:

Pupils will learn about:

Relationships Education

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

Physical Health and Mental well-being

Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating
Drugs, alcohol and tobacco, Health and prevention, Basic first aid

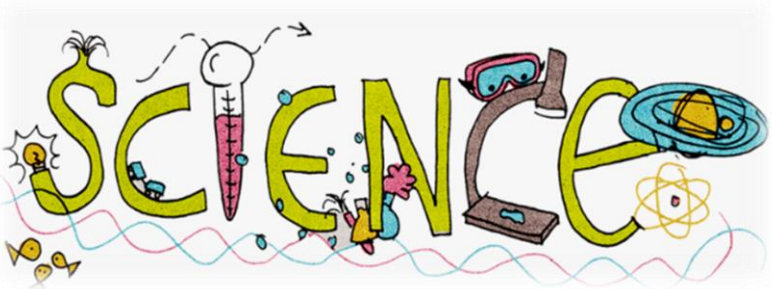
Teaching and Learning

Across the Key Stages high quality, evidence based and age appropriate teaching of RSHE will help prepare pupils for the opportunities, responsibilities and experiences of adult life. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Year 1 PSHCE Autumn Term • 1st Half – Me and my Relationships • 2nd Half – Rights & Responsibilities	Objective 1 – To identify a range of feelings Knowledge – to know that everyone has feelings Skills – to identify how feelings might make us behave
	Objective 2– to understand what 'responsibility' means Knowledge – to know that caring for something or someone is important Skills – to demonstrate being responsible for taking care of something
Year 1 PSHCE Spring Term • 1st Half – Keeping Myself Safe • 2nd Half – Being My Best	Objective 1 – to recognise that exercise and sleep are an important part of a healthy lifestyle Knowledge – to know the physical and mental benefits of a healthy lifestyle Skills – to be able to live a healthy lifestyle
	Objective 1 – to understand how we learn something new Knowledge – to know that when we learn something, we sometimes make mistakes Skills – to describe how we learn new things
Year 1 PSHCE Summer Term • Valuing Difference	Objective 1 – to know that everyone is different Knowledge – to respect differences and similarities between ourselves, families and communities Skills – identify and respect the differences and similarities between people, families and communities
RSE will also be taught in the Summer Term through 'A Journey in Love'	

Year 2 PSHCE Autumn Term • 1st Half – Me and my relationships • 2nd Half - Keeping Myself Safe	Objective 1 – to know what makes a good friend Knowledge – to be able to understand what a good friend says and does Skills – to demonstrate what a good friend does and says
	Objective 1 – to know how to stay safe Knowledge – to know that our behaviour can help keep us safe Skills – to identify what to do in situations in relation to keeping safe
Year 2 PSHCE Spring Term • 1st Half – Being My Best • 2nd Half – Rights and Responsibilities	Objective 1 – to understand the stages of learning Knowledge – to know that our positive attitude can support our learning Skills – to develop a positive attitude when learning new things
	Objective 2– to understand how money can be spent Knowledge – to know that people have choices about what to do with their money Skills – to explain how money can be used in different ways
Year 2 PSHCE Summer Term • Valuing difference	Objective – to know how people are different Knowledge – to identify some of the physical and non-physical differences and similarities between people Skills – to know and use words and phrases that show respect for other people
RSE will also be taught in the Summer Term through 'A Journey in Love'	

Science



St. Bede's Catholic Infant School

Subject Intent for Science

Subject Leader: Miss Tittensor

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching science is to give every child the opportunity to access the National Curriculum and enable them to develop their understanding, knowledge and skills to support the children to become competent scientists.

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Subject implementation

Time allocation:

Science is allocated 12% of curriculum time over Key Stage 1. This may be through discrete subject teaching or through topic work. The teaching takes place throughout the year and may incorporate special science days or activities e.g. during Science Week.

Teaching and Learning

Science programmes of study describe a sequence of knowledge (propositional-content and procedural-skills), and concepts which are taught in school through topics across KS1 as detailed below. Knowledge, concepts and vocabulary are revisited.

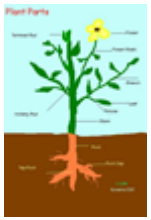
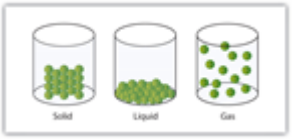
During years 1 and 2, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content. This is known as Working Scientifically.

- 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

Pupils will also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

Seasonal Change - ongoing throughout the year, to observe changes across the four seasons.	
Year 1 Science AUTUMN TERM Everyday Materials	• Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties
YEAR 1 Science SPRING TERM Animals including Humans	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of animals that are carnivores, herbivores and omnivores • Notice that animals, including humans, have offspring which grow into adults • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
YEAR 1 Science SUMMER TERM Seasonal Changes and introduction to Plants	• Observe and describe weather associated with the seasons and how day length varies • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (introducing plants and trees linked to seasonal change)

YEAR 2 Science AUTUMN TERM Uses of Everyday Materials including Changing Materials	• 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 • Changing materials – reversible changes e.g. chocolate, ice
YEAR 2 Science SPRING TERM Plants	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (consolidating and extending knowledge) • Describe the basic structure of a variety of common flowering plants, including trees • 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
YEAR 2 Science SUMMER TERM Living Things and Their Habitats	• 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 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

Vocabulary List—This list is not exhaustive. To read, understand and begin to spell-		
Plants 	Living things and their habitats 	Changing materials 
Names of locally found—wild plants, garden plants, flowering plants Locally found trees - evergreen/deciduous Leaf/leaves Flower/blossom Petal Fruit/berry Root Bulb Seed Trunk Branch Stem Bark Vegetable Stalk Damp/wet/dry Names of flowers / vegetables grown Water/light/air	Living/Dead Never been alive Move Grow Feed Have offspring/babies/young Reproduce Expire Excrete Defecate Breathe Respire Name of local habitats e.g. pond/wood/meadow Desert Ocean/sea Animals e.g. mammals, reptiles, birds, fish Amphibians	Push/pushing Pull/pulling Squash/squashing Twist/twisting Bend/bending Stretch/stretching Roll/rolling Squeeze/squeezing States of matter Solid Liquid Gas Air Oxygen Carbon dioxide Powder/grains Change state Ice/water/steam Water vapour

Dark/light Hot/warm/cool/cold Comparatives e.g. hotter Grow/growth Healthy Shoot/seedling Wither/limp/die Germinate Soil/earth Role/function Nutrients Fertiliser Transported Life cycle Pollination Seed dispersal	Micro-habitat e.g under log, on a stony path, under bushes Damp/wet/dry Hot/warm/cool/cold Light/dark Suitable/suited Adapt Depend Predator/prey Herbivore/omnivore Carnivore Food Food chain Shelter Needs Comparative e.g. hotter	Heated/heating Cooled/cooling Temperature Melting Boiling Freeze Solidify Viscous Condensation

Everyday Materials	Animals, including humans	Seasonal Change
		
Object Material Wood Plastic Glass Metal Water Brick Paper Fabrics Elastic Foil Card/cardboard Rubber Wool Clay Property/properties Strong/weak	Names of common animals e.g. dog, lion, horse , parrot, shark Human Wild animals/pets Eat other animals—carnivores Eat plants—herbivores Eat plants and animals—omnivores External body parts e.g. arm, leg, eye, knee, toe, ankle, mouth, fingers etc. Internal body parts e.g. brain, heart, lungs, Stomach Senses See/seeing Hear/hearing Touch/touching Smell/smelling Taste/tasting Rough/smooth	Season Spring Summer Autumn Winter Weather Warm/hot Cool/cold Sun/sunny Cloud/cloudy Hail/hailing Snow/snowing Sleet Frost Thunder/lightning Storm Light/dark Day/night

Flexible Hard Soft Stretchy Stiff Bendy/floppy Waterproof Absorbent Breaks/tears Rough/smooth Shiny /Dull Magnetic/non –magnetic Suitable/unsuitable Transparent Opaque Translucent Changed Reflective/non-reflective	Identify/classify Amphibians Mammals Birds Reptiles Fish Feathers, scales, skin,hair Baby/toddler/child/ teenager/adult Change/grow Badic needs Food, water, air/breathing Food types e.g. fat, dairy, vegetables etc Hygiene –clean, healthy Drugs/medicine	Sun Earth Moon Orbit Angle Turning Rotate Source of light Reflects