

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

TERM	AUTUMN		SPRING		SUMMER	
TERM	1	2	3	4	5	6
National and Whole school events	Parents information evenings Winter Uniform Harvest World Mental Health Day Bonfire Night School disco	Passport Day Parents Evening Children in Need Remembrance Day Christmas Fair Christmas Jumper Day KS1 Production EYFS Production Year 3/4 Pantomime Party Day	Phonics Meeting KS1 SATs Information Evening KS2 SATs Information Evening Passport Day Chinese New Year Spring	Parents Evening Sport Relief Year 3/4 Production Pancake Day Easter	Passport Day KS2 SATs Week KS1 SATs	Year 1 Phonics Check Sports Games Week Year 2 to Year 3 transition meeting Fun Night Year 5/6 Production Year 6 Leavers Assembly
Class Topic	Fit Kids	Bright Lights Big City	Whatever the weather	Street Detectives	Enchanted wood Trees/leaves (Minibeast)	
Hook	Trying different variety of Healthy Foods		The Arts Day	Walk around the village of Moulton	Trip to Burghley Gardens	
Key Driver	Healthy Outlook	Global Outlook	Creative Outlook	Enterprise Outlook	Creative Outlook	Creative Outlook
Key Subject	D.T (cooking and nutrition)	History	The Arts (Music, drama, Art, Dance)	Geography	Science	

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

English (Writing Genres)	Healthy eating leaflet Poem - Narrative -	The great fire of London (non-chronological report) Newspaper report - Fact Files Narrative	Poem - Stories - Narrative -	Narrative Non - Chronological Report	Traditional Tales Narrative	
English (Quality Texts)	Mary Seacole Usain Bolt See What we Eat Keeping me Healthy I will never eat a tomato Lion Inside	The Great Fire of London - Liz Gogerly Toby and The Great Fire of London - Margaret Nahs and Jane Cope Charlie and The great Fire of London - Sue Finnie, Daniele Bourdais & Yannick Robert		Local area study	Jim and the beanstalk - Raymond Briggs Eddie's Garden and how to make things grow - Sarah Garland Oliver's Vegetable - Vivian French The Tiny Seed - Eric Carle All the wild wonders - Parts of our earth Paddington in the Garden - Michael Bond	Superworm - Julian Donaldson Diary of a Fly - Doreen Cronin & Harry Bliss Mad about Minibeasts What the Ladybird heard - Julian Donaldson The Big Book of Bugs - Yuval Zommer
Mathematics						
Science	Human Body Pupils should be taught to: (Yr 1)		Seasonal Changes		Plants Pupils should be taught to: (Yr1)	Pupils should be taught to: (Yr2)

	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>(Yr2)</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions • Observing closely • Performing simple tests • Identifying and classifying 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. <ul style="list-style-type: none"> • Asking simple questions • Observing closely • Performing simple tests • Identifying and classifying • Using their observations to suggest answers to questions 		<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p>(Yr2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants 	<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and
--	---	--	--	--	---	---

			Gathering and recording data		<ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions • Observing closely • Performing simple tests • Identifying and classifying • Using their observations to suggest answers to questions <p>Gathering and recording data</p>	<p>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including
--	--	--	------------------------------	--	---	---

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

						<p>micro-habitats</p> <ul style="list-style-type: none"> 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.
Geography		Pupils should be taught to:	Human and physical geography	Geographical skills and fieldwork:		

		<ul style="list-style-type: none"> • 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 • to use vocabulary to refer to human features including city, town, village, shop. 	<p>(see supporting Hampshire resource - weather in the UK)</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom • Use basic geographical vocabulary to refer to key physical features, including: season and weather • To use simple fieldwork and observational skills to study geography of 	<p>Local Study - Moulton</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan 		
--	--	---	---	---	--	--

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

			<p>the school and surrounding environments .</p>	<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none">• use simple fieldwork and observational skills to study the geography of their school and its grounds and the		
--	--	--	--	--	--	--

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

				<p>key human and physical features of its surrounding environment. Human and physical geography</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop</p>		
--	--	--	--	---	--	--

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

<p>History</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> the lives of significant individuals, for example Mary Seacole, in the past who have contributed to national and international achievements: Look at the life of Florence Nightingale and how her work improved health and hygiene. Mary Seacole - how did her life improve health? 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London How did the fire start? What sources do we use to find out about the fire? Why is Samuel Pepys important? 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Significant historical events, people, and places in their own locality. The history of Moulton, Moulton school and</p>		
----------------	--	--	--	---	--	--

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

		<ul style="list-style-type: none"> • What do we have to remember the great fire? 		<p>grammar school. Visit to the church. What does it tell us about the history of Moulton? Houses in the centre of Moulton.</p>		
Art		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Monet Cityscapes Textiles Christmas Theme</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and 	<p>Painting Mo Tuezew Local Artist</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Sculpture 3D</p>	

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

			<p>disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Printing Artist - Andy Warhol</p>			
D & T	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning</p>	<p>Textiles Christmas decoration</p>			<p>Traditional Tales 3 little pigs D.T - Mechanisms - Sliders</p> <ul style="list-style-type: none"> Design Make Evaluate Technique Knowledge <p>Make a scene (sea view) with sliders for boats, sea creatures.</p>	

	<p>how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p>Key stage 1</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Fitkids Food Design a fruit based healthy snack.</p>					
<p>Computing</p>	<p>Esafety - Lee and Kim</p> <ul style="list-style-type: none"> • To understand what personal information is and how to identify trusted adults who can help. • To understand what personal information should not be shared and that I have the right to say 'No'. • To understand what behaviour others value both online and off. <p>Online bullying Self image and identity</p>	<p>Beebots/Lego Wedo</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p>	<p>Esafety - Year 2 Twinkl</p> <ul style="list-style-type: none"> • To understand that the information I put online leaves a digital footprint. • To use keywords in an online search to find out about a topic. • To recognise whether a website is appropriate for children. 	<p>Lego Wedo</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p>	<p>Photos</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Factfiles</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

	https://projectevolve.co.uk/toolkit/		<ul style="list-style-type: none"> To rate and review informative websites. To be able to identify kind and unkind behaviour online. To apply our knowledge of safe and sensible online activities to different situations. 			
Music	Seasons Year 1 Unit 6 and Year 2 Unit 8	Christmas Concert Sing	Travel Year 1 Unit 11 and Year 2 Unit 12		Pattern Year 1 Unit 8 and Year 2 Unit 10	
P.E.	<p>Carle - Gymnastics introductory unit Games introduction unit</p> <p>Mckee - Gymnastics Unit C (Rec) Games Unit 4 Ball and Bat</p> <p>Donaldson - Gymnastics Unit F Rock and Roll (Year 1) Games Unit 1 (Year 1) Using a large ball</p> <p>Hargreaves - Gymnastics Unit 1 (Year 2) Pathways</p>	<p>Carle - Gymnastics Unit A Travelling Dance iMove Great Fire of London</p> <p>Mckee - Gymnastics Unit D Flight (Y1) Dance iMove Great Fire of London</p> <p>Donaldson - Dance - Handa's Surprise Unit 3 (Year 1) and iMove Great Fire of London</p>	<p>Carle - Gymnastics Unit B Stretching and Curling Dance - Imoves Weather</p> <p>McKee - Gymnastics Unit E Points and Patches Dance - I moves Weather and then Cheerdance</p>	<p>Carle- Games Unit 1 Beanbags -Dance Nursery Rhymes</p> <p>McKee- Games Unit 1 Using a Large Ball -Dance Nursery Rhymes</p>	<p>Carle - Athletics Games Unit 2 medium size balls iMoves Minibeasts</p> <p>McKee - Gymnastics Unit G wide narrow and curled Athletics iMoves minibeasts</p> <p>Donaldson - Team Games -</p>	<p>Carle- Athletics Sports Day Games Unit 3 hoops and quoits iMoves Sports Jam, Healthy me</p> <p>McKee- Athletics Sports Day Unit 2 Games Throwing</p>

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

	<p>Games Unit 1 (Year 2) Throwing and catching</p>	<p>Gymnastics Unit G (Year 1) Wide, narrow and curled</p> <p>Hargreaves - Dance - Handa's Surprise Unit 3 (Year 1) and iMove Great Fire of London</p> <p>Gymnastics Unit J (Year 2) Turning and Spinning</p>	<p>Donaldson - gym unit H (Y2) high and low</p> <p>Y1/2 - I Moves Weather and then Yoga dance</p> <p>Hargreaves - gym unit K Y2 linking movements</p> <p>Y2 - I Moves Weather and then Yoga Dance</p>	<p>Donaldson - dance unit 1 y2 the cat + balloons + reach for the stars (SW)</p> <p>Y1/2 - games unit 2 y1 throwing and catching + aiming</p> <p>Hargreaves- dance unit 4 y2 dance 34-40</p> <p>Y2 - games unit 2 y2 making up games with a partner</p>	<p>Quick Cricket, Kick Rounders Athletics iMoves minibeasts</p> <p>Hargreaves - Team Games - Quick Cricket, Kick Rounders Athletics iMoves minibeasts</p>	<p>and Catching , aiming games iMoves Sports Jam, Healthy me</p> <p>Donaldson- Games Unit 3 Bat and Ball skills and skipping</p> <p>Games Unit 1 developing partner work iMoves Sports Jam, Healthy me Hargreaves- Games Unit 3 Dribbling, kicking and hitting</p> <p>Games Unit 4 group games</p>
--	--	--	---	---	---	--

						iMoves Sports Jam, Healthy me
R.E.	<p><u>Christianity</u> Community, worship and celebration: How do people express their religion and beliefs? What do Christians do to express their beliefs? Which celebrations are important to Christians?</p>	<p><u>Places of Worship</u> Places of worship <i>(At least two religions; at least one must be a religion/belief system other than Christianity and Islam.)</i> Christianity and Hinduism Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible. Life journey, rites of passage: How do people mark important events in life? What do Christians do to celebrate birth? What does it mean and why does it matter to belong? Community, worship and celebration: How do people express their religion and beliefs?</p>	<p><u>Islam</u> God: What do people believe about God? How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? Being human: How does faith and belief affect the way people live their lives? What does the Qur'an say about how Muslims should treat others and live their lives? How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p>			

CURRICULUM PLAN CYCLE B 2020 TO 2021 YEAR

		What do Christians do to express their beliefs? Which celebrations are important to Christians?	
P.S.H.E.	Jigsaw Dreams and Goals (refer to folder)	Jigsaw Healthy Me (refer to folder)	Jigsaw Relationships (refer to folder)
Passport Days	<p>Within EYFS and KS1, the children will experience four passport days throughout the year, Children will learn about England Ireland Scotland Wales.</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <ul style="list-style-type: none"> Use maps and atlases to identify the United Kingdom and its countries. Use simple compass directions and directional language to describe location. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 		
	Capital cities and major towns	The Arts Focus	key physical features, including: forest, hill, mountain, valley, CURRENT AFFAIR

Magnificent Moulton

Harrox Hospital – Mary Seacole and Florence Nightingale