



Key stage 1 Curriculum Intent Overview

At Clarity Independent school, pupils are taught through a bespoke curriculum planned according to their individual needs and their academic ability for each subject area, allowing for knowledge and skills gaps to be addressed before moving on to their chronological age group. This means that pupils' learning plans will follow the year group planning that is relevant to their identified ability level for each subject, and not necessarily their chronological age.

To facilitate this, at Clarity we:

- have a Curriculum Intent plan that follows the National Curriculum for each Key Stage
- follow a cross-curricular topic-based approach for learning on a two-year rolling cycle across KS1
- allow flexibility across the school and the curriculum for students to be taught in class groupings relevant to their academic age rather than their chronological age *[class teachers and subject leaders plan from the Curriculum Intent plan selecting the relevant areas for their class/individual pupils]*
- ensure that pupils cover the Key learning aspects that are relevant to their individual learning journey but do not insist that pupils cover every aspect of the curriculum for each year group *[to allow for space on the timetable for catch-up programmes and essential intervention programmes]*, though we ensure to provide a broad and balanced curriculum that incorporates the needs and the interests of the child

| Yr1/2 Cycle A | KS1 English & Foundation Subjects (taught through topic themes) | | |
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| Subject: | Autumn | Spring | Summer |
| Theme | My family and other Animals | A home of my own | Grown your own |
| English | Speaking and listening, Reading, and Writing skills are taught through the topic themes to provide cross-curricular lessons with a combined purpose across the subject areas. | Speaking and listening, Reading, and Writing skills are taught through the topic themes to provide cross-curricular lessons with a combined purpose across the subject areas. | Speaking and listening, Reading, and Writing skills are taught through the topic themes to provide cross-curricular lessons with a combined purpose across the subject areas. |
| Science | <ul style="list-style-type: none"> Identify & name a variety of common animals including fish, reptiles, amphibians, birds & mammals Identify & name a variety of common animals that are herbivores, carnivores & omnivores Describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals, inc pets Identify, name, draw & label the basic parts of the human body & say which part of the body is associated with each sense) <p>To include:</p> <ul style="list-style-type: none"> Land/water/leg sorting Fish/mammals amphibians Hair/eye colour Graphs/pictograms pets Diets Skeletons/vertebrates/invertebrates Wings Skeletons Adaptions/habitats camouflage wormery labelling Songs Senses | <ul style="list-style-type: none"> Explore & compare the differences between things that are living, dead & have never been alive. Identify that most things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other. Identify & name a variety of plants in their habitats, including micro-habitats. Describe how animals obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food). <p>To include:</p> <ul style="list-style-type: none"> Minibeasts Habitats Bees/pollen/flowers Lifecycles/foodchains | <ul style="list-style-type: none"> Observe & describe how seeds & bulbs grow into mature plants Find out & describe how plants need water, light & a suitable temperature to grow & stay healthy) <p>To include:</p> <ul style="list-style-type: none"> Grow plants Cress/sunflowers |
| History/ Geography | <ul style="list-style-type: none"> Develop an awareness of the past Use common words & phrases relating to the passing of time | <ul style="list-style-type: none"> Name & locate the world's seven continents & five oceans | <ul style="list-style-type: none"> Develop an awareness of the past Use common words & phrases relating to the passing of time |

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| | <ul style="list-style-type: none"> Where people & events studied fit within a chronological framework Identify similarities & differences between ways of life in different periods Use a wide vocabulary of everyday historical terms Ask & answer questions, choosing & using stories parts of stories & other sources Understand ways which we find out about the past & identify different ways it is represented To include: <ul style="list-style-type: none"> <i>Own history</i> <i>Changes in school</i> <i>Changes in national life</i> | <ul style="list-style-type: none"> Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK & a non-European country Location of hot & cold areas of the world in relation to the Equator & the North & 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 & weather. Key human features including: city, town, village, factory, farm, house, office, port, harbour & shop. <p><u>Skills & fieldwork:</u></p> <ul style="list-style-type: none"> use world atlases & globes, use simple compass directions & directional language to describe the location of features & routes on a map, use aerial photos & plan perspectives to recognise landmarks & basic human & physical features, devise a simple map, use & construct basic symbols in a key, use simple fieldwork & observational skills to study geography of school & its grounds & key human & physical features of its surrounding environment. | <ul style="list-style-type: none"> Where people & events studied fit within a chronological framework Identify similarities & differences between ways of life in different periods Use a wide vocabulary of everyday historical terms Ask & answer questions, choosing & using stories parts of stories & other sources Understand ways which we find out about the past & identify different ways it is represented May include: <ul style="list-style-type: none"> <i>Elizabeth I/Queen Victoria</i> <i>Christopher Columbus/Neil Armstrong</i> <i>LS Lowry</i> <i>Rosa Parks/Emily Davison</i> <i>Mary Seacole/Florence Nightingale</i> |
| RE | <p><u>Special ways of Living</u> Christianity & Buddhism</p> <p><u>Special People</u> Christianity & Buddhism</p> | <p><u>Special Words & Stories</u> Christianity & Hinduism</p> <p><u>Special Things in Nature</u> Christianity & Judaism</p> | <p><u>Special Places</u> Christianity & Islam</p> <p><u>Special Symbols & Objects</u> Christianity & Sikhism</p> |
| PSHE | <p><u>Class rules</u> Take part in discussions leading to mutually agreed rules and expectation within class and school. Understand the need for rules and distinguish between right and wrong.</p> <p><u>Families & Relationships</u> What does respect look like in a family Who else is important in our wider relationships? What is a friend? How do we treat our friends- how should they treat us? What is bullying? Where and when could it happen?</p> | <p><u>Class rules</u> Review rules and expectation within class and school. Understand the need for rules and distinguish between right and wrong.</p> <p><u>All About Me</u> <u>Similarities and differences, respecting others:</u> Good to be me Gender... girls can Keeping clean- what do we need to do? Washing hands</p> | <p>Yr2 Relationships:</p> <ul style="list-style-type: none"> Things that cause conflict between me and my friends What I do when my friend makes me upset Different types of families <p><u>Class rules</u> Review rules and expectation within class and school. Understand the need for rules and distinguish between right and wrong.</p> <p><u>Healthy Mind & Body</u> <u>Keeping healthy:</u></p> |

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| | <p><u>Changes in families:</u></p> <p>Marriages</p> <p>New/step siblings</p> <p>New friendships and groups</p> | <p>Using and disposing of tissues</p> <p><u>Emotions</u></p> <p>Interpreting body language and facial expressions</p> <p>Identifying a build-up of emotions (anger) & strategies to cope:</p> <p><i>Volcano in My Tummy</i></p> | <p>Healthy eating</p> <p>Getting enough exercise</p> <p>Yoga to relax</p> <p>Getting enough sleep</p> <p>Staying away from medicines and cigarettes</p> <p><u>Keeping Safe</u></p> <p>PANTS- recap- good touches bad touches</p> <p>Wild about safety with Timon and Pumba</p> <p>Giving away personal information</p> <p>In car safety- THINK</p> <p>Safe places to cross</p> <p>Out and about- what's the risk- make a risk assessment for a child on an outing</p> |
| ICT | <p>E-safety</p> <p><u>Using technology</u></p> <p>To become skilful in using different tools to control technology.</p> <p>To understand the purpose of, and begin to use a range of different technology.</p> <p>To begin to develop typing speed and accuracy to enable independent access to a computer.</p> <p><u>Using the internet</u></p> <p>To understand that information comes from different sources e.g. books, web sites, TV et</p> <p>To understand that ICT can give access quickly to a wide variety of resources</p> <p>To talk about their use of ICT and the Internet and other methods to find information</p> <p>To be able to explore a variety of electronic information as part of a given topic</p> <p>To know buttons/icons can represent different functions e.g. record, pause, play</p> <p><u>Communicating & Collaborating online</u></p> | <p>E-safety</p> <p><u>Creating & Publishing</u></p> <p>To use technology to combine text with photographs, graphics and drawings.</p> <p>To create their own text based content, including adding basic effects to sections of text.</p> <p><u>Digital Media</u></p> <p>To know they can explore sound and music using technology and that they can create sound using computer programs.</p> <p>To know they can record sound using ICT that can be stored and played back</p> <p>To take photographs for a range of different purposes.</p> <p>To understand that video can be recorded using technology and to begin to record video.</p> <p>To understand that a range of different technology can be used to record sounds.</p> | <p>E-safety</p> <p><u>Using data</u></p> <p>To use ICT to begin to organise items..</p> <p>To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen.</p> <p><u>Programming & control</u></p> <p>To understand that devices respond to commands</p> <p>To begin to understand how a computer processes instructions and commands (computational thinking)</p> <p>To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route</p> <p><u>Modelling & Simulations</u></p> <p>To understand computers can represent real or fantasy situations</p> <p>To understand computer representations allows the user to make choices and that different decisions produce different outcomes</p> |

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| | To start to understand that messages can be sent electronically over distances. | | |
| Art & Design | <p><u>Painting (Colour & shape)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design & make products To use painting to develop & share their ideas, experiences & imagination To develop a wide range of art & design techniques in using colour & shape About the work of a range of artists, including British artists, describing differences & similarities & making links to their own work. <p><u>Textile (Designers)</u></p> <ul style="list-style-type: none"> <u>Design</u> Design purposeful, functional, appealing products for themselves & other users based on design criteria Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, ICT. <p><u>Make</u></p> <ul style="list-style-type: none"> Select from & use a range of tools & equipment to perform practical tasks (eg cutting, shaping, joining & finishing) Select from & use a wide range of materials & components (textiles) according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Explore & evaluate a range of existing products Evaluate their ideas & products against a design criteria | <p><u>Drawing (Pattern & Texture)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design & make products To use drawing to develop & share their ideas, experiences & imagination To develop a wide range of art & design techniques in using pattern & texture About the work of a range of artists, including British artists, describing differences & similarities & making links to their own work. <ul style="list-style-type: none"> Construction materials (Craft makers) <p><u>Design</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves & other users based on design criteria Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, ICT. <p><u>Make</u></p> <ul style="list-style-type: none"> Select from & use a range of tools & equipment to perform practical tasks (eg cutting, shaping, joining & finishing) Select from & use a wide range of materials & components (construction materials) according to their characteristics <u>Evaluate</u> Explore & evaluate a range of existing products Evaluate their ideas & products against a design criteria <u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer & more stable Explore & use mechanisms in their products (eg levers, sliders, wheels & axles) | <p><u>Sculpture (Line & form)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design & make products To use sculpture to develop & share their ideas, experiences & imagination To develop a wide range of art & design techniques in using line & form About the work of a range of artists, including British artists, describing differences & similarities & making links to their own work. <ul style="list-style-type: none"> Cooking & Nutrition <p><u>Design</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves & other users based on design criteria Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, ICT. <p><u>Make</u></p> <ul style="list-style-type: none"> Select from & use a range of tools & equipment to perform practical tasks (eg cutting, shaping, joining & finishing) Select from & use a wide range of materials & components (ingredients) according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Explore & evaluate a range of existing products Evaluate their ideas & products against a design criteria <p><u>Cooking & Nutrition</u></p> <ul style="list-style-type: none"> Use the basic principles of a healthy & varied diet to prepare dishes Understand where food comes from |

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| Music | Use voices expressively by singing songs, chanting & speaking rhymes | Play tuned & untuned instruments musically (eg, recorders, xylophones, triangles, tambourines, shakers, claves etc) | Compose ~ Experiment with & create sounds, experiment, select & combine sounds ~ timbre, dynamics (soft & loud), tempo (fast & slow), pitch |
| PE | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Use of space • Footwork • Awareness of body parts • Directions • Shape <p><u>Games</u></p> <ul style="list-style-type: none"> • Catching • Rolling/bowling • Hit target with a ball • Bouncing • Throwing/catching • Controlling and passing • Kicking • Striking • Racket skills • Skipping | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Finding and using space • Travelling over mats and hoops • Travelling with a partner • Travelling over benches and mats • Travelling and still • Body shape- curling and stretching • Travelling and body shape- balancing high parts and low parts • Travelling and balancing with a partner • Travelling and balancing with apparatus • Transference of body weight- rocking and rolling • Pathways • Sequence- link movements <p><u>Dance</u></p> <ul style="list-style-type: none"> • Follow the leader; jump, hop, skip. Copy basic actions, explore body actions, and coordinate simple movements & patterns. • Link several movements with control. Explore ideas and improvise with actions, movements, dynamics. • Compose and link movement phrases to make simple dances with clear beginning, middle and end. Practise and repeat their movement phrases and perform them in a controlled way. Communicate ideas and feelings. | <p><u>Swimming</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • See Norwich Union UK athletics folder for age ranges and activities |
| Continuous provision | <p><u>Observing the natural world</u></p> <p>Identify & name a variety of common wild & garden plants, including deciduous trees Identify & describe the basic structure of a variety of common flowering plants, including trees) Observe changes across the four seasons Observe and describe weather associated with the seasons & how day length varies</p> <p><u>Gym trail (OT):</u> Development of core strength, fine and gross motor skills</p> | | |

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| Sensory Diet & Interoception programme (OT) |
| <u>Assistive technology:</u> <i>Depending on individual needs</i> e.g. Dragon Dictate, ReadWrite Gold, Keyboard skill (touch typing) |
| <u>School meetings and Pupil voice sessions:</u> Take part in democratic elections, discuss and express views and opinions, share these views and opinion with stakeholders |
| Bushcraft an Outdoor Activities – Essex outdoors, Danbury park |

| Yr1/2 Cycle B | KS1 English & Foundation Subjects (taught through topic themes) | | |
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| Subject: | Autumn | Spring | Summer |
| Theme | Marvellous Materials | Amazing Animals | Near and far |
| English | Speaking and listening, Reading, and Writing skills are taught through the topic themes to provide cross-curricular lessons with a combined purpose across the subject areas. | Speaking and listening, Reading, and Writing skills are taught through the topic themes to provide cross-curricular lessons with a combined purpose across the subject areas. | Speaking and listening, Reading, and Writing skills are taught through the topic themes to provide cross-curricular lessons with a combined purpose across the subject areas. |
| Science | <u>Everyday materials and their uses</u> <ul style="list-style-type: none"> • Distinguish between an object & the material from which it is made • Identify & name a variety of everyday materials, including wood, plastic, glass, metal, water & rock • Describe the simple physical properties of a variety of everyday materials • Compare & group together a variety of everyday materials on the basis of their simple physical properties: <ul style="list-style-type: none"> ○ Name of materials ○ Recycling ○ Feely bag/properties ○ Playdough moulding ○ Venn sorting • Identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses | <u>Notice that animals, including humans, have offspring which grow into adults.</u> <ul style="list-style-type: none"> • Find out about & describe the basic needs of animals, including humans, for survival (food, water & air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Name animals/young • Personal life story – share Baby toys, photos • Healthy lifestyle • Exercise • Heartbeat | <u>Local Scientists:</u> Marconi <u>Local science:</u> Museums in Chelmsford/Essex Industry Water treatment & reservoirs Comparisons of UK & other countries: Nature reserves & parks Habitats |

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| | <p>Teacher led investigations:</p> <ul style="list-style-type: none"> ○ best materials for ...? ○ What happens if I hit it with a hammer? ○ What happens if I put it in water? ○ What happens if I put it in the freezer? | | |
| <p>History/ Geography</p> | <p><u>Famous events beyond memory</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past • Use common words & phrases relating to the passing of time where people & events studied fit within a chronological framework • Identify similarities & differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask & answer questions, choosing & using stories parts of stories & other sources. • Understand ways which we find out about the past & identify different ways it is represented. • Events that are significant nationally or globally (eg Guy Fawkes, Great Fire of London, first aeroplane flight, or events commemorated through festivals & anniversaries). | <p><u>The lives of Famous Scientists in History including British scientists:</u></p> <p>David Bellamy David Attenborough Jane Goodall Charles Darwin etc</p> | <p><u>Significant events, people and places in Chelmsford/London</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past • Use common words & phrases relating to the passing of time where people & events studied fit within a chronological framework. • Identify similarities & differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask & answer questions, choosing & using stories parts of stories & other sources. • Understand ways which we find out about the past & identify different ways it is represented. • Chelmsford (Museum) • Fire of London • Marconi <p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> • Name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding areas • Identify seasonal & daily weather patterns in the UK • Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. Key human features including: city, town, village, factory, farm, house, office, port, harbour & shop. • Skills & fieldwork: use world atlases & globes, use simple compass directions & directional language to describe the location of features & routes on a map, use aerial photos & plan perspectives to recognise landmarks & basic human & physical features, devise a simple map, use & construct |

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| | | | <p>basic symbols in a key, use simple fieldwork & observational skills to study geography of school & its grounds & key human & physical features of its surrounding environment.</p> <ul style="list-style-type: none"> Location, countries, mapping skills: use of compass direction, scales & keys |
| RE | <p><u>Special Ways of Living</u> Christianity & Islam</p> <p><u>Special people</u> Christianity & Judaism</p> | <p><u>Special things in nature</u> Christianity and Islam</p> <p><u>Special words and Stories</u> Christianity & Judaism</p> | <p><u>Special Places</u> Christianity & Hinduism</p> <p><u>Special Symbols & Objects</u> Christianity & Buddhism/ Hinduism/ Islam</p> |
| PSHE | <p><u>Class rules</u> Take part in discussions leading to mutually agreed rules and expectation within class and school. Understand the need for rules and distinguish between right and wrong.</p> <p><u>Families & Relationships</u> What does respect look like in a family? Who else is important in our wider relationships? What is a friend? How do we treat our friends- how should they treat us? What is bullying? Where and when could it happen?</p> <p><u>Changes in families:</u> Marriages New/ step siblings New friendships and groups</p> | <p><u>Class rules</u> Review rules and expectation within class and school. Understand the need for rules and distinguish between right and wrong.</p> <p><u>All About Me</u> <u>Similarities and differences, respecting others:</u></p> <p>Good to be me Gender... girls can Keeping clean- what do we need to do? Washing hands Using and disposing of tissues</p> <p><u>Emotions</u> Interpreting body language and facial expressions Identifying a build-up of emotions (anger) & strategies to cope: <i>Volcano in My Tummy</i></p> | <p><u>Class rules</u> Review rules and expectation within class and school. Understand the need for rules and distinguish between right and wrong.</p> <p><u>Healthy Mind & Body</u> <u>Keeping healthy:</u> Healthy eating Getting enough exercise Yoga to relax Getting enough sleep Staying away from medicines and cigarettes</p> <p><u>Keeping Safe</u> PANTS- recap- good touches bad touches Wild about safety with Timon and Pumba Giving away personal information In car safety- THINK Safe places to cross Out and about- what's the risk- make a risk assessment for a child on an outing.</p> |
| ICT | <p>E-safety</p> <p><u>Using technology</u> To become skilful in using different tools to control technology.</p> | <p>E-Safety</p> <p><u>Creating & Publishing</u> To use technology to combine text with photographs, graphics and drawings.</p> | <p>E-safety</p> <p><u>Using data</u> To use ICT to begin to organise items..</p> |

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| | <p>To understand the purpose of, and begin to use a range of different technology. To begin to develop typing speed and accuracy to enable independent access to a computer.</p> <p><u>Using the internet</u></p> <p>To understand that information comes from different sources e.g. books, web sites, TV et</p> <p>To understand that ICT can give access quickly to a wide variety of resources To talk about their use of ICT and the Internet and other methods to find information To be able to explore a variety of electronic information as part of a given topic To know buttons/icons can represent different functions e.g. record, pause, play</p> <p><u>Communicating & Collaborating online</u></p> <p>To start to understand that messages can be sent electronically over distances.</p> | <p>To create their own text based content, including adding basic effects to sections of text.</p> <p><u>Digital Media</u></p> <p>To know they can explore sound and music using technology and that they can create sound using computer programs. To know they can record sound using ICT that can be stored and played back To take photographs for a range of different purposes. To understand that video can be recorded using technology and to begin to record video. To understand that a range of different technology can be used to record sounds.</p> | <p>To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen.</p> <p><u>Programming & control</u></p> <p>To understand that devices respond to commands. To begin to understand how a computer processes instructions and commands (computational thinking). To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route.</p> <p><u>Modelling & Simulations</u></p> <p>To understand computers can represent real or fantasy situations. To understand computer representations allows the user to make choices and that different decisions produce different outcomes.</p> |
| <p>Art & Design</p> | <p><u>Sculpture (texture, form & shape)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design & make products To use sculpture to develop & share their ideas, experiences & imagination To develop a wide range of art & design techniques in using line & form About the work of a range of artists, including British artists, describing differences & similarities & making links to their own work. Construction materials (mechanisms & designers) <p><u>Design</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves & other users based on design criteria | <p><u>Painting (colour & pattern (Artists)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design & make products To use painting to develop & share their ideas, experiences & imagination To develop a wide range of art & design techniques in using colour & pattern About the work of a range of artists, including British artists, describing differences & similarities & making links to their own work. <p><u>Textile (Designers)</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves & other users based on design criteria | <p><u>Cooking & Nutrition</u></p> <ul style="list-style-type: none"> Use the basic principles of a healthy & varied diet to prepare dishes Understand where food comes from <p><u>Design</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves & other users based on design criteria Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, ICT. <p><u>Make</u></p> <ul style="list-style-type: none"> Select from & use a range of tools & equipment to perform practical tasks (eg cutting, shaping, joining & finishing) |

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| | <ul style="list-style-type: none"> Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, ICT. <p><u>Make</u></p> <ul style="list-style-type: none"> Select from & use a range of tools & equipment to perform practical tasks (eg cutting, shaping, joining & finishing) Select from & use a wide range of materials & components (construction materials) according to their characteristics. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Explore & evaluate a range of existing products. Evaluate their ideas & products against a design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer & more stable. Explore & use mechanisms in their products (eg levers, sliders, wheels & axles) | <ul style="list-style-type: none"> Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, ICT. <p><u>Make</u></p> <ul style="list-style-type: none"> Select from & use a range of tools & equipment to perform practical tasks (eg cutting, shaping, joining & finishing) Select from & use a wide range of materials & components (textiles) according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Explore & evaluate a range of existing products Evaluate their ideas & products against a design criteria | <ul style="list-style-type: none"> Select from & use a wide range of materials & components (ingredients) according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Explore & evaluate a range of existing products Evaluate their ideas & products against a design criteria |
| Music | <ul style="list-style-type: none"> Use voices expressively by singing songs, chanting & speaking rhymes. Play tuned and untuned instruments musically. | <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Rhythm (long & short sounds) & Texture (combining sounds) Experiment, select & combine sounds | <p><u>Compose</u></p> <ul style="list-style-type: none"> Experiment with & create sounds, experiment, select & combine sounds timbre, dynamics (soft & loud), tempo (fast & slow), pitch |
| PE | <p><u>Gymnastics</u> Use of space Footwork Awareness of body parts Directions Shape</p> <p><u>Games</u> Catching Rolling/bowling Hit target with a ball Bouncing Throwing/catching</p> | <p><u>Gymnastics</u> Finding and using space Travelling over mats and hoops Travelling with a partner Travelling over benches and mats Travelling and still Body shape- curling and stretching Travelling and body shape- balancing high parts and low parts Travelling and balancing with a partner Travelling and balancing with apparatus Transference of body weight- rocking and rolling Pathways Sequence- link movements</p> | <p><u>Swimming</u></p> <p><u>Athletics</u> Running Jumping Throwing</p> |

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| | <p>Controlling and passing Kicking Striking Racket skills Skipping</p> | <p><u>Dance</u> Follow the leader; jump, hop, skip. Copy basic actions, explore body actions, and coordinate simple movements & patterns.</p> <p>Link several movements with control. Explore ideas and improvise with actions, movements, dynamics.</p> <p>Compose and link movement phrases to make simple dances with clear beginning, middle and end. Practise and repeat their movement phrases and perform them in a controlled way. Communicate ideas and feelings.</p> | |
| <p>Continuous provision</p> | <p><u>Observing the natural world</u> Identify & name a variety of common wild & garden plants, including deciduous trees Identify & describe the basic structure of a variety of common flowering plants, including trees) Observe changes across the four seasons Observe and describe weather associated with the seasons & how day length varies</p> <p><u>Gym trail (OT):</u> Development of core strength, fine and gross motor skills</p> <p>Sensory Diet & Interoception programme (OT)</p> <p><u>Assistive technology:</u> <i>Depending on individual needs</i> e.g. Dragon Dictate, ReadWrite Gold, Keyboard skill (touch typing)</p> <p><u>School meetings and Pupil voice sessions:</u> Take part in democratic elections, discuss and express views and opinions, share these views and opinion with stakeholders</p> <p>Bushcraft an Outdoor Activities – Essex outdoors, Danbury park</p> | | |

| Subject: | KS1 Maths (linked to themes where relevant) | | | | | |
|---------------|---|--|--|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Number: - Place value - Addition & Subtraction | Geometry: - Shape Number: - Place value - Addition & Subtraction | Measurement: - Time Number: - Place value - Addition & Subtraction Measurement: Length & Height | Number: - Multiplication & Division Number: - Fractions | Number: - Place value - Addition & Subtraction | Measurement: - Money - Weight & Volume |
| Year 2 | Number: - Place value - Addition & Subtraction | Measurement: Length & Mass Data Handling: Graphs Number: - Multiplication & Division | Measurement: - Money Geometry: - Properties of Shape | Number: - Fractions | Measurement: - Time - Capacity - Volume - Temperature | Money and enterprise project: to include all aspects of Maths covered this year |