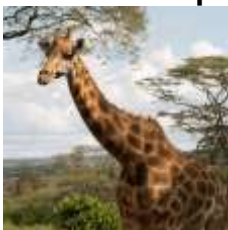




Kehelland Village School Curriculum Planning

Curriculum Sequence

Summer 1: Class 1 Year groups R, 1 and 2.

Curriculum topic			Explicit coverage				
 Animal Safari							
Geography	Art and Design	Design Technology	Computing	PSHE/RSE	Music	Physical Education	Religious Education
Intent Children will be able to describe habitats locally and globally, and know which animals can live in those habitats.	Intent Children will be able to explore shape, colour, texture and pattern.	Intent Children will be able to create a moving storybook.	Intent Children will be able to understand more of the capabilities of technology and to apply their learning.	Intent Children will have an awareness of the role of money in society, and how it needs to be treated honestly and responsibly.	Intent Children will be able to use musical vocabulary to describe music.	Intent Children will be able to send and receive a ball. Children will react and respond quickly to catch a ball.	Intent Children will be able to describe how a Muslim's beliefs affect their daily life. Unit 1.6. Who is Muslim and how do they live?
Engage: 1. I know which animals live in the wild in the United Kingdom. I know that animals from	Engage: 1. I can use a printing technique to create texture (using lego bricks, bubble	Engage: 1. I know how a simple slider works. 2. I can create a moving book, linked to a class	Carried over from Spring term. YR 1. Drawing using technology(Paint Mini Mash) 2. Writing (PowerPoint 2Handwrite)	1. I understand what money is and where it comes from. 2. I know how to keep cash safe. 3. I know the	1. I can use pulse and tempo to tell a story about a brush with sharks. 2. I can use timbre and	1. I can roll a large/small ball to my partner and collect the return. 2. I can throw a large/small ball	1. I know that the shahadah is the most important belief for Muslims. 2. I know that Muslims believe



Kehelland Village School Curriculum Planning

<p>other countries may live in zoos.</p> <p>2. I know which animals can live in a hot climate (Kenya, Serengeti).</p> <p>Village life in an African country.</p> <p>3. I know which animals can live in a hot, humid climate. (Rainforest, Amazon). Tribal villages in Amazon.</p> <p>4. I know which animals can live in a cold climate. (Arctic and Antarctic). Settlements in Arctic. Using a world map to trace a route.</p> <p>5. I know which animals can live in the desert (Australia).</p>	<p>wrap etc.).</p> <p>2. I can use a printing technique to create a camouflaged creature within a landscape.</p> <p>3. I can sketch animals to create a "scientific" drawing.</p> <p>4. I can sculpt an animal from plasticene/clay.</p> <p>5. I can enjoy and imitate the work of Henri Rousseau. (one painting to be studied each week).</p>	<p>story e.g. Little Red.</p>	<p>3. Number (Calculators Mini Mash).</p> <p>4. Giving instructions (Turtles, Beebot)</p> <p>5. Photos and videos (Cameras and iPad).</p> <p>6. Writing (Word)</p> <p>Y1</p> <p>1. Data in Pictures</p> <p>2. Class Pictogram</p> <p>3. Recording Results</p> <p>4. Following Instructions</p> <p>5. Following and Creating Simple Instructions on the Computer</p> <p>6. Following a Recipe</p> <p>Y2</p> <p>1. Using and Creating Pictograms</p> <p>2. Asking Yes / No Questions</p> <p>3. Binary Trees</p> <p>4. Using 2Question - a Computer-Based Binary Tree Program</p> <p>5. Using 2Investigate: a NonBinary Database.</p> <p>6. Recap above skills.</p>	<p>purpose of banks and building societies.</p> <p>4. I know that people make choices about spending or saving money.</p> <p>5. I know about the different jobs and roles in school.</p>	<p>dynamics to represent an aquarium.</p> <p>3. I can learn about pitch and rhythm by adding a new character.</p> <p>4. I can use texture and structure to describe a coral reef.</p> <p>5. Consolidation</p> <p>The children will also learn songs about animals and listen to music describing animals.</p> <p>Oak Academy lessons on Contrasts will also be used weekly.</p>	<p>to my partner with a bounce and catch the return. (Green-throw and catch with one hand).</p> <p>3. I can catch a ball from 1, 2, 3 metres after 2 bounces.</p> <p>4. I can catch a ball from 1, 2, 3 metres after 1 bounce.</p> <p>5. Consolidation.</p> <p>Also co-operative games will be played, involving running, throwing, catching and kicking.</p>	<p>that Allah and Muhammad pbuh are beyond human description.</p> <p>3. I know that Islamic belief is centred on the Five Pillars.</p> <p>4. I know that Muslims believe Muhammad pbuh received the Holy Qu'ran from Allah.</p> <p>5. I know the importance of prayer in the daily lives of Muslims.</p>
<p>Express:</p> <p>Outcome /Composite</p> <p>Children produce</p>	<p>Express:</p> <p>Outcome /Composite</p> <p>Children depict</p>	<p>Express:</p> <p>Outcome /Composite</p> <p>Children will</p>			<p>Express:</p> <p>Outcome /Composite</p> <p>Children will</p>	<p>Express:</p> <p>Outcome /Composite</p> <p>Children will</p>	<p>Express:</p> <p>Outcome /Composite</p> <p>Children will re-</p>



Kehelland Village School Curriculum Planning

a class scrapbook of the animals and habitats studied.	animals using a variety of media and techniques.	create a simple moving book, which acts as a story map.			make a recording of their coral reef composition.	demonstrate skills confidently.	enact prayer session, showing respect for the beliefs of others.
English			Maths		Science		Character Curriculum
Reading	Writing	GPS	Skills	Content	Skills	Content	Virtues focus
Intent Children will have secure knowledge of RWI Set 1, Set 2 and Set 3 sounds, as appropriate for their age and ability. They will know alternative spellings for sounds.	Intent Children will be able to write clearly for a purpose, using the correct genre. They will be able to punctuate correctly, as appropriate for their age and ability.	Intent Children will be able to punctuate their work correctly. They will be able to discuss their writing using correct grammatical terms	Intent Children will be able to show a secure understanding of number and place value, and to use their understanding to solve calculations matched to their age and ability. They will be able to measure length, mass and time. They will understand fractions. They will understand shape and pattern.		Intent Children will be able to: identify and name a variety of common animals that are carnivores, herbivores and omnivores; Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.		Intent Children will be able to use the language of the virtues to discuss behaviour in positive terms.
Sequence of learning YR 1. Revision of Set 1 and Set 2 sounds. 2. oi and oy 3. ai and ay 4. ee and ea 5. ou and ow Y1 1-5 Revision of Set 1, 2 and 3 sounds.	Sequence of learning 1. Dear Zoo. Information text writing. 2. Little Red. Comparison of traditional fairy tale to a modern version. Innovating own version in a different setting.	Sequence of learning Y1 1. Comparative and superlative forms of adjectives -er -est. 2. Capital letters for names of people and places. Use of -ing and -ed. 3. Noun phrases- Using adjective	Sequence of learning YR 1. Addition and subtraction. Length. Number 15. 2. Addition and subtraction. Weight. Number 16 3. Doubling and halving. Time. Number 17.	Sequence of learning Y2 1. Fractions /Number/Time 2. Fractions /Number/Time 3. Fractions/ Number/Time 4. Number /Measure 5. SATs	Sequence of learning Y1/Y2 1. Identifying carnivores, herbivores and omnivores. Physical characteristics. 2. Food chains. 3. Adaptation to hot climate. 4. Adaptation to cold climate.	Sequence of learning YR Wild Tribe activities.	A new virtue will be introduced fortnightly.



Kehelland Village School Curriculum Planning

<p>Guided reading sessions. Reading comprehension practice.</p> <p>Y2</p> <p>1-4 Revision of Set 1, 2 and 3 sounds. Reading comprehension practice. 5. SATs</p>	<p>3. Handa's Noisy Night. Using senses to describe. Recount writing-diary.</p> <p>4. Poles Apart. Recount in chronological order.</p> <p>5. The Great Kapok Tree. Persuasive writing.</p>	<p>before noun. 4. Using time connectives. 5. Using conjunctions- because, so etc.</p> <p>Sequence of learning Y2 As Y1 for revision. Also ongoing-</p> <p>1. Statement, question, exclamation. 2. Homophones and near homophones. 3. Use of adverbs- suffix -ly. 4. Commas. 5. SATs.</p>	<p>4. Doubling and halving. 3D shape Number 18. 5. Consolidation.</p> <p>Sequence of learning Y1</p> <p>1. Length problems/Time 2. Multiplication and division/Time 3. Multiplication and division/Time 4. Fractions /Weight 5. Fractions /Weight</p>		<p>5. Micro habitats.</p>		
<p>Express: Children will use their phonic knowledge in reading and writing.</p>	<p>Express: Children will produce written work in a variety of genres.</p>					...	



Kehelland Village School Curriculum Planning

Reading experiences this half term:

Class Reading	Paired Reading	Guided Reading
Dear Zoo by Rod Campbell		
Little Red and the Very Hungry Lion by Alex T Smith		
We're Going on a Lion Hunt by David Axtell		
Handa's Hen by Eileen Browne		
Handa's Noisy Night by Eileen Browne		
Poles Apart by Jeanne Willis		
The Great Kapok Tree by Lynne Cherry		