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| **Holywell C of E Primary School**  **Curriculum Coverage 2020-2021**  **Eyfs Red 30 – 50 Yellow 40- 60 Green ELG black Exceeding** | | | | | | | |
| **Year R**  (Pre- School) | **Autumn**  **(Active Planet )** | **Spring**  **(A walk through Time )** | | | | **Summer**  **(Science all around us)** | |
| **Theme** |  | History  Queens and Kings  The two Elizabeth’s and their Dads ( Elizabeth 1&2nd , Henry VIII & George VI) | | | | Science | |
| **Wow Start** |  | Dress up as Kings and Queens  and make Crowns  Begin to make a castle in the role play area | | | | Met office - stem ambassador  Weather /seasons /importance of the seas in our weather system  What effects the weather has on us and other animals | |
| **Maths** | We have a whole school mastery approach to Maths teaching, using the **White Rose schemes of work** as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum.  We have an agreed ‘Key Facts for Fluency’ focus for each half term and home learning will often be linked to this. | | | | | | |
|  | * . Mathematics – Number EYFS 40 – 60 * shape space and measure 40 – 60 | | | | * EYFS 40 – 60/ELG shape space and measure 40 – 60ELG | |
| **English – Writing** | We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils **Imitate** (learn a text), **Innovate** (makes some changes) and then **Invent** their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. | | | | | | |
| **Texts and Writing styles** |  | | | Lists, labels and captions  Postcards  Diary writing – recounts  Story writing – Sleeping Beauty  **The Queen’s Hat – Steve Anthony**  **Pussy Cat Pussy cat where have you been? Russel Punter Dan Taylor**  **Ron and the Royal Guards Mr Deans Yipadee & Paul Beavis** | |  | |
| **English - Reading** | 1. Enjoys rhyming and rhythmic activities.  2. Shows awareness of rhyme and alliteration.  3. Recognises rhythm in spoken words.  4. Listens to and joins in with stories and poems, one-to-one and also in small groups.  5. Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories.  6. Beginning to be aware of the way stories are structured.  7. Suggests how the story might end.  8. ~~Listens to stories with increasing attention and recall.~~  ~~9. Describes main story settings, events and principal characters.~~  10. Shows interest in illustrations and print in books and print in the environment.  11. Recognises familiar words and signs such as own name and advertising logos.  12. Looks at books independently.  ~~13. Handles books carefully.~~  ~~14. Knows information can be relayed in the form of print.~~  ~~15. Holds books the correct way up and turns pages.~~  ~~16. Knows that print carries meaning and, in English, is read from left to right and top to bottom.~~  ~~17. Continues a rhyming string.~~  18. Hears and says the initial sound in words.  19. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  20. Links sounds to letters, naming and sounding the letters of the alphabet.  21. Begins to read words and simple sentences.  22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  23. ~~Enjoys an increasing range of books.~~  24. Knows that information can be retrieved from books and computers.  1. Children read and understand simple sentences.  2. They use phonic knowledge to decode regular words and read them aloud accurately.  3. They read some common irregular words.  4. They demonstrate understanding when talking with others about what they have read.  English – Reading , We use and send home reading books and diaries which are coloured banded according to reading levels. These build on the children’s knowledge and experience already gained. Phonics is taught explicitly everyday and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Guided reading is taught throughout the school and where possible linked to other areas of the curriculum; e.g. Inspire education and phonics knowledge. | | | | | | |
| **Science** | 1. ~~Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.~~  ~~2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.~~  ~~3. Talks about why things happen and how things work.~~  4. Developing an understanding of growth, decay and changes over time.  5. ~~Shows care and concern for living things and the environment.~~  6. Looks closely at ~~similarities, differences~~, patterns and change  1.~~Children know about similarities and differences in relation to places, objects, materials and living things.~~  2.They talk about the features of their own immediate environment and how environments might vary from one another.  3. ~~They make observations of animals and plants and explain why some things occur, and talk about changes~~.  1. Children know that the environment and living things are influenced by human activity.  2. They can describe some actions which people in their own communities do that help to maintain the area they live in.  3. They know the properties of some materials and can suggest some of the purposes they are used for.  4. They are familiar with basic scientific concepts such as floating, sinking, experimentation.  During year 1, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * 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. | | | | | | |
| **Seasonal changes**  Pupils should be taught to:   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. * The King who banned the dark – Emily Howarth-Booth | | | | | | |
| **Science** |  | | | | **Light and dark –** the King who banned the dark - Investigate and compare how our environment changes during the day and through the night. Include safety at night.  Natural and man-made materials.  **Investigate the materials available to build castles compared to the modern materials available today and how this has changed architecture and the buildings we see today. Architects from the past to present day**  **Look at different materials used to make a crown classify into groups . Sewing fabric squares // marbling fabric/paper // manipulating wire /cardboard**  **Look at Bridges and castles what materials are used to make these.**  **Seasonal changes** – What happens in our environment during the winter and how this begins to change as we move towards spring.  Look at the Christmas tree as an evergreen and how we have had these in our homes during the Christmas period. What happens to the Christmas trees we bring into our homes, during the time inside and how do we dispose of them? Investigate!  **Planting seeds - carrots other veg used in castle (wall in) gardens.**  Plant seeds this spring use this to introduce care and concern for living things. Plant quick growing plants such as beans to be able to observe growth. Supported by Book – Oliver’s Vegetables  Link with - EAD Manipulates materials to achieve a planned effect.  • Constructs with a purpose in mind, using a variety of resources.  • Uses simple tools and techniques competently and appropriately.  • Selects appropriate resources and adapts work where necessary.  • Selects tools and techniques needed to shape, assemble and  join materials they are using. | Weather /seasons /importance of the seas in our weather system  What effects the weather has on us and other animals | |
| **Art and Design** | **Exploring and using media and materials**  7. ~~Explores colour and how colours can be changed.~~  ~~8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.~~  9. Beginning to be interested in and describe the texture of things.  10~~. Uses various construction materials.~~  11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  12. Joins construction pieces together to build and balance.  13. Realises tools can be used for a purpose.  **Being imaginative**  10. ~~Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.~~  **Exploring and using media and materials**  16~~. Explores what happens when they mix colours.~~  ~~17. Experiments to create different textures.~~  18. Understands that different media can be combined to create new effects.  ~~19. Manipulates materials to achieve a planned effect.~~  ~~20. Constructs with a purpose in mind, using a variety of resources~~.  21. ~~Uses simple tools and techniques competently and appropriately.~~  22. Selects appropriate resources and adapts work where necessary.  23. Selects tools and techniques needed to shape, assemble and join materials they are using.  **Being imaginative**  13. ~~Chooses particular colours to use for a purpose.~~  **Exploring and using media and materials**  2. ~~They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.~~  **Being imaginative**  1. ~~Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.~~  2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  **Exploring and using media and materials**  1. Children develop their own ideas through selecting and using materials and working on processes that interest them.  2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.  **Being imaginative**  1. Children talk about the ideas and processes which have led them to make music, designs, images or products.  2. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.  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. | | | | | | |
| **Art and Design** |  | Matisse – abstract compositions Collage to make a palace room as in the book  **Look at different materials used to make a crown classify into groups . Sewing fabric squares // marbling fabric/paper // manipulating wire /cardboard**  Looking at colour shape and form of jewels and patterns in clothing and crowns etc. from the 1500 and 2000 | | | | Artists who are influenced by the sea  St Ives groups – Frost, Wallace Hepworth Nicholson  Sea and weather – Turner  Artists who reflect climatic changes and the specific animals who live in extreme or specific areas of the world ie tigers in Jungles – Rouseau – Kipling  Aboriginal depictions of animals being unique to Australia – Australian Aboriginal art | |
| **Computing** | 1. ~~Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.~~  ~~2. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.~~  3. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  4. Knows that information can be retrieved from computers  5. Completes a simple program on a computer.  6. Uses ICT hardware to interact with age-appropriate computer software.  1. Children recognise that a range of technology is used in places such as homes and schools.  2. They select and use technology for particular purposes.  1. Children find out about and use a range of everyday technology.  2. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on as steam train.  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 * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * 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 | | | | | | |
|  | Use and program Bee Bots to follow a set of instructions.  Use technology to photograph and manipulate artwork.  Design a programme choosing kings or queens. | | | |  | |
| **Design and Technology** | 8. ~~Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.~~  9. Beginning to be interested in and describe the texture of things.  10~~. Uses various construction materials.~~  11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  12. Joins construction pieces together to build and balance.  13~~. Realises tools can be used for a purpose.~~  17. Experiments to create different textures.  18. Understands that different media can be combined to create new effects.  19. Manipulates materials to achieve a planned effect.  20. Constructs with a purpose in mind, using a variety of resources.  21. Uses simple tools and techniques competently and appropriately.  22. Selects appropriate resources and adapts work where necessary.  23. Selects tools and techniques needed to shape, assemble and join materials they are using.  2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  1. Children develop their own ideas through selecting and using materials and working on processes that interest them.  2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.    Y1:   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * Evaluate * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria * Technical knowledge * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. * Baking bread | | | | | | |
|  | Make own bridges and castles. Plan build and evaluate.  Design own set for a palace/castle room in a box. | | | |  | |
| **Geography** | 1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.  3. Talks about why things happen and how things work.  4. Developing an understanding of growth, decay and changes over time.  5. Shows care and concern for living things and the environment  6. Looks closely at similarities, differences, patterns and change.  1.Children know about similarities and differences in relation to places, objects, materials and living things.  2.They talk about the features of their own immediate environment and how environments might vary from one another.  Y1 Pupils should be taught to:  **Human and physical geography**  use basic geographical vocabulary  **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 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. | | | | | | |
|  | Where in the city of London different landmarks are placed ie near the River next to other buildings on a hill. | | | |  | |
| **History** | 1. Shows interest in the lives of people who are familiar to them.  ~~2. Remembers and talks about significant events in their own experience~~.  3. ~~Recognises and describes special times or events for family or friends.~~  4. Shows interest in different occupations and ways of life.  ~~5. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.~~  6. Enjoys joining in with family customs and routines.  1. ~~Children talk about past and present events in their own lives and in the lives of family members.~~  2. They know that other children don’t always enjoy the same things, and are sensitive to this.  3. They know about similarities and differences between themselves and others, and among  families, communities and traditions.  1. Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.  2.They know that other children have different likes and dislikes and that they may be good at different things.  3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.  Pupils should be taught about:   * 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. | | | | | | |
|  |  | Look at the Queen Elizabeth I and Queen Elizabeth II compare the differences in their lives. How they looked and dressed? Where they lived/live. What it would be like to be a Queen or a king? Look at the different castles and palaces compare to the houses we live in and the buildings in modern London – link with science and the materials available in the past compared to the modern materials available now.  **Explore Architects from the past to present day Frank Lloyd Wright /Gehry** | | | |  | |
| **MFL** | Non statutory | | | | | | |
| **Music** | Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music   EYFS Expressive Arts & Design: Exploring & Using Media and Materials: Enjoys joining in with dancing and ring games.  • Sings a few familiar songs.• Beginning to move rhythmically.• Imitates movement in response to music.• Taps out simple repeated rhythms.• Explores and learns how sounds can be changed. 30/50 Begins to build a repertoire of songs and dances.  • Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to  express and respond to feelings, ideas and experiences.40/60 | | | | | | |
|  | Easter songs  Charanga music programme  **Composers from 1500 and modern day**  **Thomas Morley**  **Thomas Tallis** | | | | Charanga music programme | |
| **Physical Education** | 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. | | | | | | |
|  | * PE sessions with Mr Day * Real PE * Funfit * LEAP | | | | * PE sessions with Mr Day * Real PE * Funfit * LEAP * Gym Rec | |
| **PSHE** | **PSHE 1 decision**  Twinkl PSHE | | | | | | |
|  | Christian/ family values  **PSED—Making Relationships**  • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play  activity with other children.  • Initiates play, offering cues to peers to join them.  • Keeps play going by responding to what others are saying or doing.  • Demonstrates friendly behaviour, initiating conversations and forming good relationships  with peers and familiar adults.  **PSED—Self-confidence & Self-awareness**  **PSED—Managing feelings &** | | | | Family Values - Trust - May, Thankfulness - June, Courage – July  **PSED—Self-confidence & Self-awareness**  • Can select and use activities and resources with help.  • Welcomes and values praise for what they have done.  • Enjoys responsibility of carrying out small tasks.  • Is more outgoing towards unfamiliar people and more confident in new social situations.  • Confident to talk to other children when playing, and will communicate freely about own  home and community.  • Shows confidence in asking adults for help.  **PSED—Managing feelings & Behaviour**  **PSED—Making Relationships** | |
| **Religious Education**  **Year Overview** | We follow a whole school RE scheme of work which supports Devon’s agreed syllabus. In Key Stage 1 the themes covered are:-  **Unit F5: Which places are special and why?** (Link with Churches being a special place as are castles)  Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special? **Learning Outcomes** - Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.  **Unit F3: Why is Easter special for Christians?**  What happens at the end of winter and the beginning of spring? How do ‘dead’ plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs?  **Learning Outcomes**  • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter. | | | | | | |
| **Religious Education** | Autumn | | Spring – see planning Devon’s agreed syllabus  Unit F5: Which places are special and why?  Unit F3: Why is Easter special for Christians? 1. Shows interest in the lives of people who are familiar to them.  ~~2. Remembers and talks about significant events in their own experience~~.  3. ~~Recognises and describes special times or events for family or friends.~~  4. Shows interest in different occupations and ways of life.  ~~5. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.~~  6. Enjoys joining in with family customs and routines.  1. ~~Children talk about past and present events in their own lives and in the lives of family members.~~  2. They know that other children don’t always enjoy the same things, and are sensitive to this.  3. They know about similarities and differences between themselves and others, and among  families, communities and traditions.  1. Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.  2.They know that other children have different likes and dislikes and that they may be good at different things.  3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect | | | | Summer |
| **Trips** |  | Broomhill Sculpture Garden mixed materials  Compare to Rosemoor the green ship/Hobbit home/enclosed gardens | | | |  | |
| **WOW End** |  | Celebration of Learning | | | |  | |

**Notes:**