

NATIONAL CURRICULUM CONTENT

TEACHING & LEARNING OUTCOMES

OTHER POINTS TO NOTE

It's Raining Cats and Dogs

To include:

- **Science:** Seasonal Changes
- **Geography:** UK Seasonal and Daily Weather Patterns
- **Art & Design:** Natural Art - Collage
- **PE:** Dance (Seasons)

Possible Educational Visits:

- Nature Walk (e.g. Highgate Woods, Coldfall Woods, Trent Park)
- Weather Station
- Hampstead Heath
 - Eco-Art

Science

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

Seasonal Changes

- ✓ Observe changes across the four seasons
- ✓ Observe and describe weather associated with the seasons and how day length varies

Geography

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 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

Art & Design

- ✓ 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

PE

- ✓ 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
- ✓ Perform dances using simple movement patterns

History

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

Design and Technology

Design

- ✓ 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

Make

- ✓ 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

- Know the different characteristics of the four UK seasons.
- Understand the regular and predictable physical changes that occur during the year, including daylight hours.
- Observe, identify and describe examples of plant and animal changes that occur on a seasonal basis [e.g. changes in form and appearance; animal migration, hibernation and production of offspring].
- Investigate specific trees, observing them closely and noticing that some drop their leaves (deciduous), whilst others keep them all year round (evergreen).
- Gather and record daily weather data using a weather station, e.g. Rain gauge, Anemometer, Wind Vane, Barometer.
- Explore human activities performed during specific seasons and their connection to weather patterns.
- Recognise why it is not safe to look directly at the sun, even when wearing dark glasses.

- Identify the different seasonal and daily weather patterns linked with the UK.
- Know which months are associated with which season.
- Use geographical vocabulary to describe the physical and human features of a UK location; recognising how these characteristics might affect the weather.
- Recognise how weather is recorded using maps and symbols.
- Design a weather map for each season; recognising the importance of a key.

- Explore a range of artists who use natural objects within their work; identifying similarities and differences.
- Investigate and experiment with different techniques and products.
- Explore and develop ideas; using a variety of natural stimuli and resources.

- Talk about the past using appropriate vocabulary related to the passing of time.
- Understand how to order events chronological using a timeline.
- Investigate the past using different resources; presenting findings in a variety of ways.
- Explore recent historical events, people and places within Muswell Hill.

- Identify a wide range of toys; recognising how they work.
- Investigate and analyse a range of existing products; identifying materials and methods used during assembly.
- Apply what they have learnt through investigation to the design process.
- Present ideas using a variety of appropriate methods.
- Assemble different materials together to produce a toy.
- Explore the properties of materials; identifying how they can be made stronger as well as more stable.
- Evaluate work and identify possible areas for improvement.

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <http://connect.collins.co.uk>

UNIT: Our Changing World - Plants
UNIT: Our Changing World – Sensing Seasons

Artists:

- Andy Galsworthy
- Chris Drury

Record performances and evaluate.

Time Machine to Yesterday

To include:

- **History:** History within Living Memory
- **Design & Technology:** Toys
- **Music:** Nursery Rhymes and Children's Songs
- **Religious Education (RE):** Stories and Special Books

Resources:

- Selection of Toys, Construction Equipment [e.g. Scissors, Glue, Sellotape, Reclaimed Cardboard Boxes, Straws, Paint]

Possible Educational Visits:

- Museum of Childhood
- Pollock’s Toy Museum
- School Visit by Family Members and/or Local Religious Leaders to Share Memories/Beliefs.

Music

- ✓ 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

- Explore a selection of Nursery Rhymes and children’s songs using voices as well as untuned instruments.

Musical Instruments:
• Percussion (untuned)

RE

- Know why books are special to pupils and others.
- Hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.
- Understand why these writings are important and special to the various religious communities
- Recognise that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.

Resources:
• Religious stories/books.
• Artefacts from a variety of religions.

Computing

- ✓ 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

- ✓ 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 – *Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling*
- ✓ Recognise common uses of information technology beyond school

Suggested Software:

- World Wide Web (www) – Search Engine
- CEOP – www.thinkuknow.co.uk
- LGFL: E-Safety Framework
- LGFL London Mail

Suggested Software:

- 2Simple Software (& Purple Mash): 2Go, 2logo, 2DIY, 2Simulate
- Roamer World
- Purple Mash 2Code: Chimp Lessons, Debug Challenges Chimp
- J2Code www.j2e.com/j2code

Suggested Equipment:

- Floor Robots - BeeBot, Pro-Bot
- Floor Mats/Grids – Character/Story Journey

Suggested Software:

- 2Simple Software (& Purple Mash): 2Paint A Picture, 2Design and Make, 2Type, 2Create a Story, 2Create, 2Publish, 2Connect, 2Photo, 2Animate, 2Count, 2Graph, 2Question, 2Investigate, 2Calculate, 2Music – Explore, Beat & Sequence
- Purple Mash Topics www.purplemash.com
- LGFL 2Simple Talking Stories
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel
- BBC Dance Mat www.bbc.co.uk

Suggested Equipment:

- Tablets
- Digital Cameras
- Tuff Cams
- Recordable Microphones
- Film Production Equipment, e.g. lighting, green screen, tripod
- Data Loggers

Incorporate across all topics

To include:

- **Computing:** E-Safety and Digital Literacy
- **Computing:** Programming and Computer Science
- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

PHSE

Pupil should have the opportunity to learn:

- ✓ what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- ✓ to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- ✓ to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- ✓ about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- ✓ about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- ✓ the importance of and how to maintain personal hygiene
- ✓ how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- ✓ about the process of growing from young to old and how people’s needs change
- ✓ about growing and changing and new opportunities and responsibilities that increasing independence may bring
- ✓ the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- ✓ that household products, including medicines, can be harmful if not used properly
- ✓ rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
- ✓ about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- ✓ to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’

Pupil should have the opportunity to learn:

- ✓ to communicate their feelings to others, to recognise how others show feelings and how to respond
- ✓ to recognise how their behaviour affects other people
- ✓ the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises
- ✓ to recognise what is fair and unfair, kind and unkind, what is right and wrong
- ✓ to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- ✓ to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- ✓ to offer constructive support and feedback to others
- ✓ to identify and respect the differences and similarities between people
- ✓ to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- ✓ to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- ✓ that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- ✓ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- ✓ that there are different types of teasing and bullying, that these are wrong and unacceptable
- ✓ how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Pupil should have the opportunity to learn:

- ✓ how to contribute to the life of the classroom
- ✓ to help construct, and agree to follow, group and class rules and to understand how these rules help them
- ✓ that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- ✓ that they belong to various groups and communities such as family and School
- ✓ what improves and harms their local, natural and built environments and about some of the ways people look after them
- ✓ that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- ✓ about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

<p>Also to cover:</p> <ul style="list-style-type: none"> • Music: Christmas Performance • PE: Ball Skills – Cricket/Rounders • Languages: Spanish 	Music	<ul style="list-style-type: none"> ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Explore a selection of songs using voices for a performance (Christmas Nativity). 	
	PE	<ul style="list-style-type: none"> ✓ 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 	
	Languages	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes. • Engage in conversations; ask and answer questions. 	<p><i>Although not statutory within KS1, opportunity to introduce basic vocabulary and concepts.</i></p>