

NATIONAL CURRICULUM CONTENT

TEACHING & LEARNING OUTCOMES

OTHER POINTS TO NOTE

Regal London

To include:

- **Science:** Everyday Materials
- **Geography:** London
- **History:** English Kings and Queens
- **Art & Design:** Portraits – Sketching & Painting
- **Design & Technology:** Buildings Around London
- **Music:** Exploring Sounds using Everyday Materials
- **Religious Education (RE):** Special Places *(Include an in-depth study of Christianity)*

Possible Educational Visits:

- Science Museum
- Tower of London
- Buckingham Palace
- Kensington Palace
- Tour of London
- National Gallery
- National Portrait Gallery
- Tate Gallery
- [Local Places of Worship – Church](#)
- School Visit by Family Member or Local Religious Leader

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

Everyday Materials

- ✓ Distinguish between an object and the material from which it is made
- ✓ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- ✓ Describe the simple physical properties of a variety of everyday materials
- ✓ Compare and group together a variety of everyday materials on the basis of their simple physical properties

Geography

Locational knowledge

- ✓ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- ✓ 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

History

- ✓ 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

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

Design & 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

- Distinguish between natural and man-made materials.
- Explore, recognise and name a range of everyday materials, including wood, metal, plastic, paper, fabrics, water, glass, rock and brick.
- Recognise the difference between an object and the material it is made from.
- Understand how to sort and classify objects according to their materials or properties.
- Compare and investigate objects made from different/several materials; identifying their differences and similarities.
- Develop scientific vocabulary to describe observations or physical properties of materials, e.g. stretch, bend, waterproof, and absorbent.
- Assess the suitability of different materials for specific purposes.

- Know and locate the four countries in the United Kingdom and their capital cities.
- Understand what is meant by ‘Capital City’.
- Identify the features of London, the capital city of England, using geographical vocabulary – such as, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – town, city, village, factory, farm, house, office, port, harbour and shop.
- Use simple compass directions to describe and locate different places within London.
- Study aerial photographs and maps of London (including Tube Map) and the United Kingdom to locate and recognise landmarks as well as human and physical features.
- Locate the school in relation to London and the rest of the United Kingdom.
- Know the features of the area surrounding the school.

- Identify the most famous Kings and Queens of England; positioning them onto a timeline.
- Listen to and retell different historical stories about the Kings and Queens of England.
- Understand how these Kings and Queens impacted the Nation as well as the world.
- Visit residencies in London where famous Kings and Queens have resided e.g. Buckingham Palace, Kensington Palace.
- Know about the current royal family and their position within the UK and the international community/commonwealth.
- Recognise that not all countries have a monarchy.

- Explore the work of famous portrait artists, including those who have produced self-portraits.
- Study and recreate famous portraits, for example of the Kings and Queens of England.
- Investigate a variety of materials and techniques used when sketching and painting.
- Sketch and paint portraits of themselves and members of the class.

- Explore images of different structures and buildings, including those found around London and within the UK; 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, for example, labelled diagrams.
- Assemble different materials together, using different techniques, to produce a structure or building, for example a castle.
- Explore the properties of materials; identifying how they can be made stronger as well as more stable.
- Evaluate work against a success criterion and identify possible areas for improvement.

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

UNIT: Everyday Materials

- Artists:**
- Nicholas Hilliard
 - Marcus Adams
 - Hans Holbein the Younger
 - Giuseppe Arcimboldo
 - Sir Anthony Van Dyck
 - Leonardo da Vinci

- Resources:**
- Selection of Construction Equipment [e.g. Scissors, Glue, Sellotape, Reclaimed Cardboard Boxes, Thick Card, Straws, Paint]
 - Construction Toys [e.g. Lego, Wooden Bricks]

Music

- ✓ Play tuned and untuned instruments musically
- ✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music

- Explore how instruments make sound.
- Experiment with a variety of musical instruments.
- Use their knowledge of a variety of different materials to make their own musical instruments.
- Create short compositions in small groups, to experiment with selecting and combining sounds together.

Musical Instruments:
• Percussion (untuned)

RE

- Know that we all have our own special places.
- Understand that religious people have special places in the home and in the community where they worship.

Resources:
• Religious stories/books.
• Books about special places.
• 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
- 2Simple Software (& Purple Mash)

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

Also to cover:

- **PE:** Gymnastics
- **PE:** Ball Skills – Tennis/Badminton
- **Languages:** Spanish

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

Record performances and evaluate.

✓ 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

- 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.

Although not statutory within KS1, opportunity to introduce basic vocabulary and concepts.