

## NATIONAL CURRICULUM CONTENT

## TEACHING & LEARNING OUTCOMES

## OTHER POINTS TO NOTE

### The Four Seasons

To include:

- **Science:** Living Things and Their Habitats
- **Science:** Plants
- **Geography:** World Seasonal and Daily Weather Patterns
- **Art & Design:** Nature Observational Drawing – Still Life
- **Design & Technology:** Edible Plants
- **Music:** Vivaldi – The Four Seasons

### Possible Educational Visits:

- Barnet Countryside Centre
- Local Parks/Woodlands
- Garden Centre
- Food Suppliers, e.g. Tesco
- Hampstead Heath
  - Super Seasons
  - Heath Beasts & Heath Homes
  - The Bugliest Bug
  - Mad About Maps
  - Eco-Art
  - Great Green Plant Adventure
- Golders Hill Park
  - Birds & Beaks
  - The Really Terrible Explorers
  - Nature Spies
  - Heath Safari
  - The Plant Detectives

Science	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>✓ Asking simple questions and recognising that they can be answered in different ways</li> <li>✓ Observing closely, using simple equipment</li> <li>✓ Performing simple tests</li> <li>✓ Identifying and classifying</li> <li>✓ Using their observations and ideas to suggest answers to questions</li> <li>✓ Gathering and recording data to help in answering questions</li> </ul> <p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>✓ Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>✓ 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</li> <li>✓ Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>✓ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the difference between living and non-living objects.</li> <li>• Discuss why living things die and how this may be prevented.</li> <li>• Identify and name planets and animals which live within the local environment.</li> <li>• Examine how and why habitats change during the different seasons.</li> <li>• Explore and identify some of the animals and plants that live in a variety of different habitats, locally and around the world; considering how and why they are suited to their surroundings.</li> <li>• Investigate how animals in all habitats depend on plants and each other for food, by creating simple food chains.</li> <li>• Investigate the animals that are visible at different times of the year (the four seasons) and why they might migrate or hibernate.</li> <li>• Examine how different animals change over time.</li> </ul>	<p>See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <a href="http://connect.collins.co.uk">http://connect.collins.co.uk</a></p> <p>UNIT: Our Changing World UNIT: What is in your habitat?</p>
Science	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>✓ Asking simple questions and recognising that they can be answered in different ways</li> <li>✓ Observing closely, using simple equipment</li> <li>✓ Performing simple tests</li> <li>✓ Identifying and classifying</li> <li>✓ Using their observations and ideas to suggest answers to questions</li> <li>✓ Gathering and recording data to help in answering questions</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>✓ Observe and describe how seeds and bulbs grow into mature plants</li> <li>✓ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and identify seeds; understanding how they are planted.</li> <li>• Investigate seed and bean germination.</li> <li>• Plant and harvest vegetable and fruit plants; observing and measuring the changes that take place as they grow.</li> <li>• Explore what plants require to stay healthy, including light, water and a suitable temperature.</li> <li>• Compare a healthy and an unhealthy plant.</li> <li>• Discuss why plants die and how this may be prevented.</li> <li>• Investigate the needs of mature plants.</li> </ul>	<p>See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <a href="http://connect.collins.co.uk">http://connect.collins.co.uk</a></p> <p>UNIT: The Apprentice Gardener</p>
Geography	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>⇒ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>⇒ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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</li> <li>✓ 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</li> </ul>	<ul style="list-style-type: none"> <li>• Know which months are associated with which season within the northern hemisphere.</li> <li>• Identify the different seasonal and daily weather patterns of the UK and the world.</li> <li>• Locate the Equator as well as the North and South Poles; linking locations to climate.</li> <li>• Use geographical vocabulary to describe the physical and human features of different UK and world locations; recognising how these characteristics might affect the weather.</li> <li>• Recognise how weather is recorded using maps and symbols.</li> <li>• Design a weather map for different world locations; recognising the importance of a key.</li> </ul>	
Art & Design	<ul style="list-style-type: none"> <li>✓ To use a range of materials creatively to design and make products</li> <li>✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ 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</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of famous still life artists, specifically those who have produced observational drawings of nature.</li> <li>• Investigate a variety of materials and techniques, including line, shape and colour, when sketching and painting.</li> <li>• Sketch and paint a variety of observations (still life) which incorporates nature.</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>• Claude Monet</li> <li>• Vincent Van Gogh</li> <li>• Georgia O'Keefe</li> <li>• Roy Lichtenstein</li> <li>• Balthasar Van Der Ast</li> <li>• Georgia O'Keefe</li> </ul>
Design & Technology	<p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>✓ Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>✓ Understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• Know what constitutes a healthy diet; understanding why each nutrient is important.</li> <li>• Recognise and taste a wide variety of food which is grown, e.g. fruit, vegetables, mushrooms, berries, rice, nuts and seeds.</li> <li>• Understand that meat comes from animals.</li> <li>• Use appropriate vocabulary to describe the sensory characteristics of food, e.g. taste, smell, touch and appearance.</li> <li>• Prepare a range of edible plants, bought and grown within the school grounds, for consumption, e.g. salads.</li> <li>• Use appropriate cooking techniques; practising the rules of food hygiene.</li> <li>• Know that not all plants are edible; understanding that they must ask an adult before consuming.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Utensils [e.g. Spatula, Wooden Spoons, Bowls, Chopping Boards, Sharp Knives, Cutlery, Crockery, Saucepans, Frying Pans, Oven Trays], Scales, Hob/Oven, Food Ingredients.</li> </ul> <p><i>It will be your responsibility to ensure you have the necessary ingredients. Consider each child providing a different ingredient.</i></p>

- National Gallery
- Tate Gallery

Music

- ✓ 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

- Listen to and discuss 'The Four Seasons' by the Italian composer Antonio Vivaldi (*listen to each season within a separate lesson*).
- Identify the instruments and musical techniques used to represent different aspects of each season, for example, the weather, animals and birds.
- Create their own musical extracts to represent different aspects of each season.
- Evaluate own and others work; identifying improvements.

**Musical Instruments:**

- Percussion – including Drums
- Xylophone
- Recorder
- Guitar

## Her Story

To include:

- **History:** Famous Women
- **Religious Education (RE):** Leaders and Teachers

Possible Educational Visits:

- Local Place of Worship
- School Visit by a Local Religious Leader or Inspirational Person

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]

- Examine a selection of famous woman, for example, Mother Theresa, Rosa Parks, Florence Nightingale, Mary Seacole, Amy Johnson, Marie Curie and Emmeline Pankhurst; positioning them onto a timeline.
- Explore the achievements of different women; recognising why they are famous.
- Understand how these women have impacted the World as well as contributed to national and international achievements.

RE

- Understand who is special to them and to others.
- Understand the point of view of people who belong to a religious group.
- Know about key people who are important because of their influence in the founding and development of different faiths.
- *Explore famous religious women, especially those who have had an important impact.*

- ✓ 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

Computing

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

**Suggested Software:**

- World Wide Web (www) – Search Engine
- CEOP – [www.thinkuknow.co.uk](http://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](http://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](http://www.purplemash.com)
- LGFL 2Simple Talking Stories
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel
- BBC Dance Mat [www.bbc.co.uk](http://www.bbc.co.uk)

**Suggested Equipment:**

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

**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

**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)

**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

- ✓ 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'

- ✓ 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

**Also to cover:**

- **PE:** Ball Skills – Football/Rugby
- **PE:** Athletics
- **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
- ✓ Participate in team games, developing simple tactics for attacking and defending

- ✓ 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

**Possible Educational Visits:**

- Wembley Stadium
- Saracens Stadium
- Queen Elizabeth Olympic Park

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.*