

PINE CLASS (Y1,2,3) Curriculum Intent Overview 2020-2021

KS1 Year 'A', KS2 Year 'A' and some KS2 Year 'C'

PSHE						
PSHE focus days/weeks	Growth Mindset Wow Day (23/10 BMX) Identifying trusted adults School Council elections Black History Month (October)	Anti-bullying Week Children in Need fundraising	Safer Internet Day Feeling Good Week (healthy body and minds)	Sports/Comic relief fundraising Young Carers Assemblies	Visit to Place of Worship Road safety/cycling proficiency/scooter ability First Aid	Chauncy Community Day Local or Global Charity fundraising KS2 Summer fair –Young Entrepreneur
KS1 Year A	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
	like, dislike, special, different strengths, unique , similar, different to others, the correct names for the main parts of the body, including external genitalia, private,	family, love, care, different, special, common features of a family, same, different, unhappy, worried, trusted adult , important, charity, local , national , global	healthy bodies, healthy minds, parent, dentist, doctor, medicines, vaccination, immunisation, hygiene, germs from being brushing teeth, brushing hair, hand washing	money, earn, borrow, choices, spending, saving, needs and wants, bank account	community , keep safe, unsafe, jobs, accident, emergency services, dial 999 and what to say, road safety, A602, Ware Road	kind, unkind, polite, courteous, co-operative, responsibility, local , global , environment
Year 3 will follow KS2 Year C	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	similarities, differences , unique , identify, individuality, gender, stereotypes, influence, challenge, resilience, Growth Mindset, marvellous mistakes, trusted adult	spending, saving, tracking, current accounts, savings, store card, credit cards, loans, 'value for money', risks, bank, building society	accident, emergency, dial 999, wellbeing, first aid, head injury, emergency services	relationship , communication, internet, social media, images, consent, personal information, pressure, inappropriate contact, personal safety	drugs, smoking, vaping, nicotine, alcohol, caffeine, medicines, law, legal, illegal, risk, wellbeing , trusted adult	job, career, voluntary, community , qualifications, collage, apprenticeship, university, stereotype, local , national , global

ENGLISH AND MATHS						
For the 2020/2021 academic year, the school has chosen to adopt the HfL English and maths catch up programmes. This is because our children missed a significant amount of classroom teaching and the programme aims to cover the most significant parts of the curriculum which were missed during school closures, whilst also moving children on to new learning so they do not fall behind.						
RELIGIOUS EDUCATION						
½ termly Christian Values	Respect	Love	Forgiveness	Patience	Honesty	Thankfulness
KS1 Year A	How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how is it celebrated?		Why does Christmas matter to Christians? (UC Incarnation) What are the similarities and differences between Hannukah and Christmas?		How and why do people have special ways of welcoming babies?	
	Harvest, Sukkot, Jew, Jewish, Egypt, Israel, meal, special, thankful, prayer, stillness, reflection		Hannukah, Christmas, celebration, Jesus, Gospels, festival, incarnation, Jesus as 'God on Earth', gelt, latkes, Menorah		Christening, baptism, font, candle, promise	
Year 3 will follow KS2 Year C	What might be the most difficult aspect of being a Jew, Christian or Muslim in Britain today? Was Jesus the Messiah? (UC Incarnation) What happens in a church service? (preparing and presenting readings and prayers for school Christmas service at church)		What does it mean if God is holy and loving? (UC God) Creation and Science – can religion and science both be right? (UC Creation) (Christianity, Judaism Hinduism, Islam) How is Easter celebrated around the world? (Visit to Easter Experience)		Why are places of worship special? What are their special features? Link to whole school visit Why were all the sacred texts written so long ago and are they still relevant? (Christianity, Islam, Hinduism) Does prayer make a difference? How does prayer enhance worship? What would Jesus do? (UC Gospel)	
	diversity, reflecting, rites of passage, sacred rituals, religious concepts, spiritual, believer, Messiah, symbol, artefact, Church service, reading, order of service		Ultimate questions, religious leader, divine, perspectives, accounts, meditation, Passover, Easter, prayer, stillness, reflection		Vocabulary for features of place of worship visited, The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita, wisdom, sacred text	
HISTORY						
KS2 Year A	How do we know that dinosaurs existed? (Mary Anning)	How did people live in early Britain? (stone age to iron age)	Why did King Alfred the Great have this title and did he deserve it? (The Anglo-Saxons)	Were the Vikings raiders or traders/settlers? Why are there differing views on the Vikings?		
	Dinosaurs, extinct, fossil, palaeontologist, source, evidence, similarities, differences, significant, history, eye witness, past, present, before, after, decades, centuries, dates, pre-historic,	archaeologist, historical enquiry, source of evidence, infer, change, similarities, differences, cause, excavation, pre-history, Neolithic, Palaeolithic, Mesolithic, agriculture, tribe, evolve, artefact, hunter-gatherer, nomadic civilization, culture, leisure activities, clothes,	historical enquiry, source of evidence, change, cause, invasion, settle, manuscript, Old English, excavate, preserved, deduce, site, trench, Bayeux Tapestry, bronze, cremation-pot, East Anglia, Mercia, Offer's Dyke, runes, St Bees, Sutton Hoo,	historical enquiry, source of evidence, change, similarities, difference, cause, continuity, journey, migration, invader, settler, explorer,		

	significant figure, past	way of life, actions, buildings, evidence, question, timeline, chronological order, dates	jewellery, Wessex, round house, significant figure	voyage, fact, opinion, interpret, legacy, impact, Dane law, runes, old Norse, hoard, word-hoard, wapentake, settlement, Jorvik, berserker, Scandinavia, colonize, Dane geld, raid, Gods, jarls, thralls, karls, trade,	
GEOGRAPHY					
KS2 Year A			Where did the Anglo-Saxons settle in the UK? (UK and local geography KS1)	What are the similarities and differences between the UK and Scandinavia?	What makes volcanoes erupt? Why should the rainforest be important to us all?
			map , plan, aerial, above, grid, symbols, bird-eye, village, town, county, country, water tower, public house, pub, near, far, place of worship, bus stop, car park, block of flats, bungalow, detached, semi-detached, population.	Europe, population , crop, climate, human and physical features	World map , globe, continent , country, region, volcano, crater, cone, vent, eruption, 'Ring of Fire', lave, molten, ash plume, pressure, active, dormant, extinct, advantages, disadvantages, social, environmental, economic, fertile
ART AND DESIGN					
KS2 Year A		What are the features of cave paintings?	What materials can we use to make an Anglo-Saxon brooch?	National Gallery – Take one Picture Italian painters	
		composition, colour , contrast, representation, pigment, natural, pre-historic, drawing, paint, pattern , markings	sculptor , clay, structure, decorative, moulding, balance, symmetry, coiling, pointed, pillars, columns	(see notes relevant to painting selected) observe, sketch , record, review, paint charcoal, pencil, tone, emphasis, shape, pattern , harmony, contrast, artist, texture	

DESIGN AND TECHNOLOGY									
KS2 Year A	How can I make a moving vehicle?		What is a shadow puppet?		How much money can I make from a fiver? Young enterprise Fiver Challenge designing a stall for the school summer fair (food) What can we grow in our allotment?				
	design, evaluate, construct , plan, mechanical, gears pulleys, cams, levers, circuit, motors, join, improve		design , shadow puppet, discuss, choose, draw, label, hole punch, paper fastener, join, cut carefully, plan, moving, handle, lever, pivot, pull, push, slider, direction, blade, metal, balance, movement, forward, backwards, order, sequence, length		research, evaluate, analyse , product, generate, communicate, experiment, grow, maintain diet healthy, seasonality				
COMPUTING									
KS1 Year A	Unit 1.1 Online Safety & Exploring Purple Mash What is a password and why should we keep one?	Unit 2.5 Effective Searching How can I search the internet?	Unit 1.4 Lego Builders Why do we need to debug code?	Unit 1.9 Technology outside school How does technology make our lives easier?	Unit 1.2 Grouping & Sorting In what ways can we sort objects?	Unit 2.6 Creating Pictures Can we create a picture linked to a familiar fairy tale?	Unit 1.8 Spreadsheets What does a spreadsheet look like?	Unit 1.7 Coding What is coding?	Unit 2.1 Coding What is an algorithm? Why is it useful in coding?
	Log in, username, password, special characters , Avatar, my work, log out, topics, tools, learning apps.	Internet, search engine, digital, non-digital, world wide web, website , address, keywords, icons, search boxes, hyperlinks, hotspots, menus.	Instruction, algorithm , problem, objective, computer, electronic device, storing, processing data, program, output , coded instructions, debug , hardware, software.	Technology, message, digital, non-digital, Skype™, Facetime™, email, school website , message board, communication, online, class blog, e-safety , personal, private.	Sort, criteria, digital, non-digital, information, keywords, research, mind map, Venn and Carroll diagrams, tables, pictograms and bar charts.	Impressionism, palette, colours, Pointillism, Surrealism, graphics, keypads, touch screens, hardware, software, drawing, painting, image, clipart.	Arrow keys, cells, spreadsheet , backspace, delete, cursor, input , vertical line, columns, cells, data, calculation, document, value, image, toolbox, lock, rows,	Action, commands, background, character , code block, code design, program, coder, coding, instructions, command, design mode, device, properties, design, image, scale, stop command, sound, output .	Action, commands, algorithm , instructions, bug , character , properties, code block, code design, debug/debugging , design mode, input , device, scale, repeat, timer, interval, touchscreen.
MODERN FOREIGN LANGUAGE (FRENCH)									
KS1	Continue on from EYFS Weekly phrases: Bonjour, au revoir, merci, s'il vous plait, desole. Je m'appelle..... Songs: French counting songs e.g. 10 in the bed (dix dans un lit), Colours Numbers 1 to 10 Days of the week Family and pets Register in French once a week								

Year 3 KS2 Year C	Hello! How are you? Can I tell you about myself? Bonjour, comment ca va? Je m'appelle Au revoir. J'ai.....ans	Do you like what I'm wearing? Je porte... Colours as adjectives, items of clothing	What do you like to eat? J'aime, Je n'aime pas, Qu'est-ce que tu aimes? Various foods.			
MUSIC						
Composer of the half term	Bach	Stravinsky	Mozart	Verdi	Tchaikovsky	John Williams
KS1 Year B (Year 2)	<u>Music express – rain, rain, go away</u> How can sounds be used expressively and combined to create music in response to a stimulus?	<u>Music express – taking off</u> How can we create melodic patterns to respond to a stimulus?	<u>Music express – what's the score?</u> What symbols can we create that represent the various ways that an instrument can be played and use these to help create a sequence of sounds?			
	Tempo – speed Dynamics – volume Pitch – high/low Conductor, faster/slower, louder/quieter, create, effects, sound, class composition , performance, sequence.	Pitch , high, low, melody, control, voice, respond, sounds, symbols, notes, notation, tunes, sequence, stimulus.	Instruments , sounds, soft and hard beaters, felt, rubber, wooden, metal, materials, method, symbols, instructions, movement, conductor, Dynamics – loud and quiet, Pitch – high and low, Tempo – fast and slow, Duration – long and short, compose, composition, score.			
PHYSICAL EDUCATION						
KS1 Year A	Can I develop my ball skills and be a team member in games? (Including basic intro to basketball, football)	Can I plan and perform dances using simple movement patterns?	Planning, preparing and performing on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year) Gymnastics	Can I prepare for an athletics competition? Athletics skills for sports day	Can I plan and perform dances using simple movement patterns?	
	throw, catch, roll, kick, jump, dribble, goal, teammate , control , tactics	movement, dance, idea, mood, feeling, control , performance , theatre, stage, audience, patterns, sequence	balance , actions, forwards, backwards, body points, flexibility, jump, landing, finish, quality, sequence	sports day, district athletics, events, long jump, high jump, sprint, track, field, javelin	movement, dance, idea, mood, feeling, control , performance , theatre, stage, audience, patterns, improvement, sequence	
SCIENCE						
KS1 Year A KS2 Year A	Animals (KS1) • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals	Rocks and Soils (KS2) • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that	Materials (KS1) • 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.	Light (KS2) • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Force and magnets (KS2) • Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the	Plants (KS1) • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

	<p>(birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Evolution and Inheritance (KS2)</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>have lived are trapped within sedimentary rock.</p> <ul style="list-style-type: none"> • Recognise that soils are made from rocks and organic matter. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	<ul style="list-style-type: none"> • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<ul style="list-style-type: none"> • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. 	<p>basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. 	<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Understanding plants (KS2)</p> <ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen • Identify and describe the basic structure of a variety of common flowering plants. • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Relate knowledge of plants to studies of evolution and inheritance. Relate knowledge of plants to studies of all living thing
	<p>Living, non-living, offspring, amphibians, reptiles, birds,</p>	<p>permeable, impermeable, hard, soft, granite, limestone, slate,</p>	<p>Materials, predict, brick, straw, sticks,</p>	<p>brightness, light source, reflect, shadow, transparent,</p>	<p>attract, repel, friction, push, pull, magnetic, not magnetic, north pole, south</p>	<p>Light, sunlight, soil, rain, water, seed, stem, flower,</p>

	<p>mammals, carnivores, herbivores, mammals, reproduce.</p> <p>inherit, offspring, variation, characteristics</p>	<p>chalk, marble, sandstone, sedimentary, igneous, metamorphic, force, adaptation, palaeontologist, fossil,</p>	<p>strong, weak, flexible, conclusion</p>	<p>opaque, surface, beam, mirrors, travel</p>	<p>pole, metal, iron, gravity, resistance, force meter, newton metre</p>	<p>leaf, photosynthesis, energy.</p> <p>deciduous, evergreen, wild, cultivated, roots, stem/branch, flower, petal, seed, nutrients, pollen, sepal, filament, anther, ovule, ovary</p>
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