

Curriculum Principles

| Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience | Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills | Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. | Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy |
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| Distribution of Harvest food. All children to have a weather diary to suit their ability to record daily weather. | What season are we in? Can you think of words to describe the weather in the United Kingdom during this season? Is it always sunny in summer? Is it always snowy in winter? | Meeting the weather monster. Discovering weather diaries. Where in the world are we? Locate the UK on the maps shown. What season are we in? | Harvest food collection and redistribution. Learning about food waste. Learning about solar and hydra power. |

YEAR 1

Title: What's the weather?

Big Bang:
Sensory experience of weather and games.

School Trip/Special Events
Harvest

Celebration
Harvest Assembly video

Computing
We will be beginning to understand what algorithms are and that devices respond to commands.
We will also begin to understand how a computer processes instructions and commands (computational thinking) and that programs execute by following precise and unambiguous instructions

Art
The children will look at colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky.

Key Curriculum Areas:
Geography, Science, Art and RE

Geography
We will be building on our understanding of British weather, look outwards, to the equator and the North Pole! The later lessons, through beautiful, detailed images and straightforward descriptions, explain differences in seasonal and daily weather in other parts of the world, and challenge children to consider not only how they differ to UK weather, but how the weather in polar and equatorial regions affects human behaviour.

Science
Think about what we already know about weather and look at how weather forecasters tell us what weather to expect. Make forecasts about the weather at school, using weather symbols and notes made 'on location' in the playground. at the rain falling and what it sounds like. Design a weather station to help collect data about the weather at school. Be making a rainfall gauge, wind sock and thermometer box and record the results.

RE
We will be looking at how Harvest is celebrated by Christians and learn that Christians believe God made this world wonderful and good. We will also be producing a short video to explain to the rest of the school what Harvest is.

Maths
Number:
Have a deep understanding of numbers to 10, including the composition of each number. Count to and across 20, forwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations. Counts objects and actions which cannot be moved. Counts an irregular arrangement of up to 10 objects. Selects the correct numeral to represent 1-5, and then 1-10 objects. Read and write numbers from 1 to 10 in numerals. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Shape:
Recognise and name common 2D shapes [for example, rectangles (including squares) circles and triangles.

PE (outdoor):
Mr May will be teaching us to participate in team games, developing simple attacking and defending skills. Use basic underarm, hitting and rolling skills. Throw and hit balls in a variety of different ways and Participate in team games, developing simple tactics for attacking and defending.

English
Phonics: daily lessons
Guided Reading: daily sessions teaching reading skills
Handwriting: daily practice
Leaving spaces between words
Say out loud what I am going to write about.
Orally form a sentence.
Sequencing sentences to form short narratives
To use own simple story ideas or retell a familiar story using short, simplistic sentences.
Use finger spaces.
Begin to use adjectives to describe.
Begin to use capital letters and full stops.
To reread their writing to check that it makes sense and make suggested changes.

Cross Curricular Links (Writing opportunities)
-writing experiments in science
- writing a short weather forecast

PHSE
Being Me in My World
Understand the rights and responsibilities as a member of my class
Rewards and Feeling Proud
I can recognise how it feels to be proud of an achievement.
Consequences
I can recognise the choices I make and understand the consequences.