

## Values Based Curriculum

All children will be able to show our school values in all areas of school life

Responsibility

Caring

Friendship

RESPECT

Courage

Honesty

Co-operation

<b>Science</b> 	<b>Working Scientifically</b> SWS1a Ask simple questions (such as how can we..?), recognising that they can be answered in different ways and using different approaches SWS1b Suggest answers to their questions using their observations and ideas SWS1c Collect relevant information, and record simple data, to help answer scientific questions SWS2a Make observations over time SWS2b Carry out simple and comparative tests SWS2c Use simple equipment to make scientific observations, such as what they have seen and measured SWS2d Notice similarities, differences and patterns within their observations SWS3 Use appropriate scientific language to communicate their ideas in a variety of ways SWS4 Group and classify things SWS5 Find out things using secondary sources of information	<b>Plants</b> SP1a Describe how different kinds of plants and animals are suited to different habitats and n SP1b Describe how habitats provide for the basic needs of different kinds of animals and plants SP1c Describe how plants and animals depend on each other in their habitats SP2 Explore and describe the basic needs for healthy plant growth (i.e. light, water, appropriate temperature) and understand the impact of changing these SP3 Describe the basic structure and name the main parts of common plants and trees (including deciduous and evergreen trees) SP4 Describe the main changes as seeds and bulbs grow into mature plants	<b>Animals</b> SA1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense SA2 Describe how animals obtain food by eating plants or other animals by using the idea of a simple food chain, and identify and name different sources of food SA3 Describe and compare observable features of animals from a range of groups SA4 Describe the basic needs for survival of humans and other animals (water, food, air) SA5 Describe the main changes as young animals, including humans, grow into adults	<b>Materials</b> SM1 Distinguish between an object and the material from which it is made (e.g. table/wood) SM2 Describe the simple physical properties of a variety of everyday materials (e.g. what they are used for) SM3 Identify and compare the suitability of a variety of everyday materials, including: wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses
<b>Computing</b> 	<b>Computer Science</b> CS1 Create a simple series of instructions: CS1a Use left and right CS1b Understand forwards, backwards, up and down CS1c Use right angle turns CS1d Use the repeat commands CS1e Record their routes CS1f Begin to plan and test a Bee-bot journey CS2 Put two instructions together to control a programmable toy CS3a Predict the outcomes of a set of instructions CS3b Test and amend a set of instructions CS4 Create simple programs and test them CS5 Spot mistakes and debug a program CS6 Use logical reasoning to predict what a programme should do	<b>Information Technology</b> CIT1a Use technology purposefully to create digital content, e.g. capture images with a camera, record a sound and play it back, enter information into a template to make a graph CIT1b Use technology purposefully to manipulate digital content CIT2 Find information on a website and print information to use as a resource if required CIT3 Experiment with text, pictures and animation to make a simple slide show CIT4 Use shape tools to draw	<b>Digital Literacy</b> CDL1a Recognise what an email address looks like? CDL1b Use the @ key and type an email address CDL1c Send and reply to messages sent by a safe email partner in school CDL2 Word process ideas using a keyboard (space bar, back space, enter, shift and arrow and highlight text to make changes B,I,U) CDL3a Use technology safely following the school safer internet rules, including using agreed search engines CDL3b Keep personal information private CDL3c Use technology respectfully CDL4 Identify when something is inappropriate online and where to go for help and support when they have concerns	
<b>History</b> 	<b>Investigating and Interpreting the Past</b> HIP1 Use different information sources e.g. artefacts, pictures, stories, online sources/databases and find evidence to answer questions about the past HIP2 Ask questions such as: What was it like for people? What happened? How long ago? By asking a range of people?	<b>Building an Overview of British and World History</b> HO1 Show an understanding of how their local area was different in the past HO2a Study one area of British History HO2b Understand that we have a monarchy and parliament HO3 Understand the differences between the	<b>Understanding Chronology</b> HC1 Place events and artefacts in order on a timeline labelling with words such as past, present, older, and use dates where appropriate HC2 Identify differences between their lives & those of past generations	<b>Communicating Historically/Knowledge and Understanding</b> HK1 Describe a historical event or the passing of time using words & phrases like: before I was born, when I was young, before', 'after', 'past', 'present', 'then' & 'now, years, decades, centuries HK2 Describe significant people from the past

	HIP3 Identify some of the different ways the past has been represented?		lives of the rich and poor (including children) from a time in history					HK3 Describe why significant people acted as they did and suggest causes & consequences of the main events & changes in a specific period of history	
<b>Geography</b>	Investigating Places			Investigating Patterns			Communicating Geographically		
	<p>GPL1 Ask and answer simple questions about their locality, using different information sources (What is this place like? What and who will I see in this place? What do people do here?)</p> <p>GPL2 Identify key human and physical features of a surrounding area and use aerial images to locate landmarks</p> <p>GPL3 Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p> <p>GPL4 Use world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas as well countries, continents, seas and oceans</p>			<p>GIP1 Compare and contrast similarities and differences between two places? (e.g United Kingdom and a contrasting non-European country.)</p> <p>GIP2 Identify seasonal and daily weather patterns in the United Kingdom</p> <p>GIP3 Identify the location of hot and cold areas in the world in relation to the equator and the North and South Poles</p>			<p>GC1 Refer to physical features including: beach, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> <p>GC2 Refer to key human features including: city, town, village, factory, farm, house, office and shop</p> <p>GC3 Use compass direction (north, south, east and west) and locational language (near and far) to describe the location of features and routes on a map</p> <p>GC4 Devise a map and use and construct basic symbols in a key</p> <p>GC5 Use simple grid references</p>		
<b>R.E.</b>	Learning about Religion				Learning from Religion				
	<p>RA1 Use religious words to describe features of religious life, e.g. bible, mosque</p> <p>RA2 Recall religious stories, actions, and celebrations and recognise religious symbols, words, gestures and artefacts</p> <p>RA3 Begin to show awareness of similarities in religions</p> <p>RA4 Retell and suggest meanings for religious stories, actions and symbols</p> <p>RA5 Identify how religion is expressed in different ways</p>				<p>RF1 Compare their own experiences, feelings and celebrations</p> <p>RF2 Consider what they find interesting or puzzling</p> <p>RF3 Say what is of value to themselves and to others</p> <p>RF4 Ask, and respond sensitively to, questions about their own and others' experiences and feelings</p> <p>RF5 Recognise that some questions cause people to wonder and are difficult to answer</p> <p>RF6 Recognise their own values and those of others in relation to matters of right and wrong</p>				
<b>Art</b>	Painting	Printing	Drawing	Collage	Digital Media	3D Art	Textiles	Inspiration and Developing Ideas	
	<p>APa1 Identify primary and secondary colours by name</p> <p>APa2 Mix primary colours to create secondary colours</p> <p>APa3 Use a variety of brush sizes and types to create paintings on different scales</p> <p>APa4 Add white to colours to make tints and black to colours to make tones</p>	<p>APr1 Independently create simple prints with a range of materials</p> <p>APr2 Design and print accurate repeating patterns</p> <p>APr3 Make rubbings of patterns and textures</p>	<p>AD1 Draw light and dark lines, patterns and shapes with increasing accuracy</p> <p>AD2 Control the types of marks made with the range of media such as pastels, charcoal, ballpoints, chalk</p> <p>AD3 Observe and draw shapes from observations</p>	<p>AC1 Sort and group collage materials for different purposes</p> <p>AC2 Fold, crumple, tear and overlap paper to create a collage</p> <p>AC3 Choose, arrange and glue different images to create a collage</p>	<p>ADM1 Use a simple graphics program to manipulate lines, shapes and colours</p> <p>ADM2 Independently record visual information using camera/ipad</p>	<p>A3D1 Explore sculpture using malleable media e.g. playdough salt dough, clay?</p> <p>A3D2 Understand the safety and basic care of materials and tools</p> <p>A3D3 Manipulate malleable materials for a purpose in a variety of ways e.g. rolling, kneading or building a textured tile</p> <p>A3D4 Experiment with constructing and joining recycled, natural and manmade materials e.g. junk modelling</p>	<p>AT1 Cut and apply fabric, shapes and decoration (beads, buttons, feathers) with glue, scissors or by stitching</p> <p>AT2 Apply colour with printing, dipping and fabric crayons</p> <p>AT3 Create cords and plaits for decoration by changing and modifying threads and fabrics e.g knotting, fraying and pulling threads</p> <p>AT4 Use wax resist/flour to produce tie dye effect</p> <p>AT5 Weave a simple design using paper strips, card, ribbon and material</p>	<p>AID1 Use own words to describe the work of an artist studied</p> <p>AID2 Use some of the ideas from an artist studied to create own work</p> <p>AID3 Explore a range of methods and materials</p> <p>AID4 Create own artwork in response to a range of stimulus</p>	
<b>DT</b>	Design		Make		Evaluate		Technical Understanding		Cooking and Nutrition
	<p>DD1 Design purposeful, functional, appealing products for themselves and other users based on design criteria using different and appropriate methods (talking, drawing, templates, mock-ups, ICT) to do so</p>		<p>DM1 Begin to use and select appropriate materials and tools for a task with assistance</p>		<p>DE1 Evaluate their own ideas and other products against a design criteria</p>		<p>DTU1 Build structures exploring how they can be made stronger</p> <p>DTU2 Explain how to use mechanisms (levers, sliders, wheels and axles) in their products</p>		<p>DC1 Safely and hygienically prepare a healthy and varied menu explaining where the key ingredients come from</p>

<b>Music</b>  	<b>Performing</b>		<b>Composing and Improvising</b>		<b>Transcribing</b>	<b>Describing</b>			
	MP1 Follow instructions about when to play or sing and follow the melody (tune) from memory with accurate pitch MP2 Use instruments to perform simple patterns and accompaniments MP3 Clap short, rhythmic patterns MP4 Copy sounds, including changes in pitch MP5 Keep a steady pulse MP6 Make and control long and short sounds, using their voice and instruments		MC1a Make different sounds with their voice and instruments MC1b Choose sounds which make certain effects MC1c identify changes in sounds MC2a Create a mixture of different sounds (long and short, loud and quiet, high and low) MC2b Make a sequence of sounds that has a beginning, middle and end MC2c Use different tempo and dynamics in their composition MC3 Repeat short rhythmic & melodic patterns		MT1 Represent sounds using pictures and symbols	MD1 Say how a piece of music makes them feel, including identifying different moods MD2 Say whether they like or dislike a piece of music and explain why MD3a Identify the beat of a tune MD3b Recognise repeated patterns MD3c Recognise changes in timbre, dynamics, tempo and pitch MD4 Suggest improvements to their own work			
<b>P.E.</b>  	<b>Games &amp; Athletics</b>		<b>Dance</b>		<b>Gymnastics</b>		<b>Swimming</b>		
	PG1a Roll, hit and kick with increased accuracy and within a variety of games PG1b Stop and sometimes catch a beanbag or medium sized ball PG2a Use simple tactics in games, i.e. decide where to stand to make a team game difficult for the other team PG2b Aim your team and throw/kick towards your teams 'goal' PG3 Increase speed over short distances and run for longer periods of time PG4 Perform a range of jumps, vertically and horizontally, with a consistent technique, sometimes using a short run-up		PD1 Show rhythm and movement in dance PD2 Move with careful control and coordination PD3 Link two or more actions to perform a sequence with control and coordination PD4 Choose movements to communicate a mood, feeling or idea		PGy1 Describe and copy some basic gym moves PGy2 Show co-ordination when travelling and staying still PGy3 Link two or more actions to make a sequence PGy4 Show contrasts (such as small/tall, straight/curved and wide/narrow) PGy5 Travel by rolling forwards, backwards and sideways PGy6 Hold a position whilst balancing on different points of the body PGy7 Climb safely on equipment PGy8 Stretch and curl to develop flexibility PGy9 Jump in a variety of ways and land with increasing control and balance		PS1a Explore different ways of moving around in the water PS1b Put head under water PS2a Swim between 10 and 20 metres with support PS2b Swim 5 metres unaided		
<b>PSHE</b>  	<b>Protective Behaviours</b>		<b>Anti-Bullying</b>		<b>Keeping Safe</b>		<b>Lifestyle Choices</b>		<b>SRE</b>
	PSHPB1 Identify safe places PSHPB2 Identify safe people who can be trusted PSHPB3 Name people they can go to for help if they have a worry  Cross ref - CDL1-4		PSHAB1 Explain what bullying is PSHAB2 Understand how we try to prevent bullying in school PSHAB3 Explain what to do if they feel they are being bullied  Cross ref - CDL1-4		PSHKS1 Recognise the importance of staying safe PSHKS2 Spot dangerous situations that could have dangerous consequences  Cross ref - CDL1-4		PSHLC1a Understand the difference between needs and wants PSHLC1b Understand the different forms money can take and different ways to save money PSHLC1c Understand why we donate money to charity PSHLC2a Identify ways to eat healthily PSHLC3 Identify other ways to keep healthy, including their teeth PSHLC4 Identify how to keep clean PSHLC5 Understand what medicines are, why people take medicine and the possible dangers of medicines PSHLC6 Talk about why they should not drink alcohol or smoke until they are 18		PSHSR1 Able to share feelings with others PSHSR2 Understand that their feelings affect other people PSHSR3 Explain how to care for baby animals and what they need PSHSR4 Recognise similarities and differences between people

## Empowering Learning



Empowering Learning	Self-Managers	Effective Participators	Reflective Learners	Independent Enquirers	Team Workers	Resourceful Thinkers
	<p>ELSM1 Settle and prepare for their learning by themselves</p> <p>ELSM2 Persevere with their learning</p> <p>ELSM3 Stop and think before making a decision</p>	<p>ELEP1 Talk about their feelings when asked</p> <p>ELEP2 Explain why they made a decision</p> <p>ELEP3 Follow instructions until a task is completed</p> <p>ELEP4 Have a go at something that may be challenging</p>	<p>ELRL1 Explain what they do well and what they find difficult</p> <p>ELRL2 Know what helps them to learn well</p> <p>ELRL3 Explain what they have learnt</p> <p>ELRL4 Improve their ideas to make them even better</p>	<p>ELIE1 Ask sensible questions about their learning</p> <p>ELIE2 Think carefully about how to solve a problem</p> <p>ELIE3 Try something new by themselves</p>	<p>ELTW1 Take turns when working in groups</p> <p>ELTW2 Cooperate and work in a group, either leading or being directed by others</p> <p>ELTW3 Listen to the ideas of others and share their own</p>	<p>ELRT1 Think of their own ideas think of their own questions about their learning</p> <p>ELRT2 Play with and explore new things</p> <p>ELRT3 Use their imagination to think of ideas</p> <p>ELRT4 Use different resources to solve problems</p>