

Setting Sail Curriculum



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Background

As a school we have devised our own curriculum to suits the needs of our children. We have developed this curriculum through staff discussions over the period of a year 2011-2012. We wanted to create an experience based curriculum and also felt the Key Stage One children needed to build on how the children learnt in the Foundation Stage and have more own learning time. We wanted to follow up on the children's own interests and needs and personalise the curriculum each year. Literacy and Maths will still be based upon the strategy framework and planned weekly by the year group team. The Literacy will be mainly linked to the topics and experiences happening in the rest of the curriculum and Maths will be linked when possible to.

In order to have time to do the things we wanted to do we needed to slim down the National Curriculum to suit our children and their needs. Therefore we did the following:

1. As a teaching staff we went through each NC statement and decided to keep it, amend it or get rid of it.
2. Next we looked at whether the statement needed to be taught by the teacher (and in which year group) or whether it would be covered by the environment provided, routines or special visits/visitors/events.
3. Then we came up with a list of experiences and equipment we wanted to include for each subject.
4. Most importantly we then created a list of all the experiences that we wanted the children to have during their time at the school.
5. This was then shared and built upon with the rest of the staff and governors at two twilight sessions.

Planning

Each year will begin with a mini topic and we will then decide on subsequent topics as they emerge from the children's interests and needs. Rather than planning for a whole half term we will plan for a couple of weeks and then see where it leads. We will continue to work in year group teams (as this is a strength of our school) and so will look for common themes or follow one class's interest one time and the other class's another time. We will make the most of special events and experiences and build lots of our work around these.

All the time we will be referring back to our curriculum and marking off what we have covered so we can spot any gaps that we still need to cover. At the end of each half term the year group teachers will complete a cohort overview to show what has been covered. At the end of the year this will be passed on to the next year groups teachers to prevent repetition for the children.

Classroom Environment

To support the curriculum the teachers are developing their classrooms. Time has been spent making things easily accessible to the children to build independence. One way in which we deliver the curriculum is through the environment therefore the teachers are ensuring that the right things are being offered within that environment.

Own Learning Time

A core part of what we offer the children is 'Own Learning Time'. In Reception the children have ten hours of Own Learning Time a week, five hours a week in Year One and two hours per week in Year Two. 'Own Learning Time' is child led learning. The sessions follow a plan, do, review approach. The children plan where they will learn and think about what they will do, do it, and then review what they have done at the end of the session. Usually the review is done in a group led by an adult where one child reviews in detail and the others ask questions. We hope that this time will help the children to develop their own interests and build confidence and independence. Our aim is to maximise the children's engagement in their own learning.

Art Teaching should ensure that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing work'. 'Knowledge and understanding' should inform this process	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assemblies	Events Visits Visitors
review what they and others have done and say what they think and feel about it and suggest what they might change or develop next time				✓	
differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers]. (actual artists named in cohorts folder)	✓	✓			✓
Collaborate with others on projects	✓	✓	✓	✓	
Use drawing and painting to share their ideas	✓	✓	✓	✓	
Use sculpture to share their ideas and experiences				✓	✓
Appreciate art within nature				✓	

Elements:

colour, texture, pattern, line, tone, shape, form, space

Experience:

Artists, range of scales, visit a gallery, collage, paint, 3d art, sculpture, clay, junk modelling, print making, photography, weaving, sketching with sketching pencils (sketchbooks)

A creative area should be available during child initiated activities

DT Teaching should ensure that 'knowledge and understanding' are applied when 'developing ideas', 'planning', 'making products' and 'evaluating' them.	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assemblies	Events Visits Visitors
Explore the sensory qualities and working characteristics of materials	✓		✓		
Select suitable materials independently			✓		
Assemble, join and combine materials and components	✓	✓			
Use a range of finishing techniques	✓	✓			
Follow safe procedures for food safety and hygiene				✓	
Explore how mechanisms can be used in different ways	✓	✓			
Explore and evaluate a range of existing products	✓	✓		✓	
Understand where food comes from					✓

Skills:

Sawing, cutting, hammering, measuring, adhering/joining, sewing, weaving, adapting, designing, drilling, chopping, grating

Experience:

Textiles, food, mechanisms, structures, observe crafts people at work

A creative area should be available during child initiated activities

PE Teaching should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.	EYFS	Year One Teacher Directed	Year Two Teacher Directed	Environment (regular access to it)	Routines assemblies	Events Visits Visitors
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FINE MOTOR SKILLS

Handle equipment and tools effectively, including pencils for writing	*			*		
Be able to control a ball with hands, equipment and feet		*	*			
Show good control and co-ordination in small movements	*					

GROSS MOTOR SKILLS

Safely negotiate space	*			*		
Learn sequences of movement in dance and gym		*	*			
Create own sequences in dance and gym		*	*			
Apply rules and conventions for different activities.		*	*			
Use movement imaginatively responding to stimuli, including music, and performing basic skills		*	*			
Create and perform dances using simple movement patterns including those from different times and cultures						*
To play on large apparatus				*		
Wake up Shake Up				*		
Play team games (competitive & cooperative)		*	*			
Show good control and co-ordination in large movements	*					

HEALTH AND SELF-CARE

How important it is to be active					*	
To recognise and describe how their bodies feel					*	
Manage basic hygiene and personal needs successfully	*				*	
Dress independently	*				*	

Equipment:

balls, hoops, beanbags, ribbons, skipping ropes, raquets, bats, hockey sticks, cones, hurdles, benches, climbing frames, nets, targets, vaults, mats

One-handed tools

Scissors, pencils

Experience:

dance, gymnastics, games activities, swimming, ball activities (indoors and outdoors)

Master basic movements

Running, jumping, throwing, catching, balance

Key vocabulary

Agility, balance, coordination

Geography Exploration of place and using geographical words Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
use geographical vocabulary (see list)	✓	✓	✓		
use and make maps and plans at different scales,			✓		
Identify and name countries, continents and oceans					
Name the four countries in the UK and key landmarks in each					
Use a globe					
use secondary sources of information			✓		
identify and describe what places are like				✓	✓
identify and describe where places are				✓	✓
recognise how places have become the way they are and how they are changing		✓			
recognise how places compare with other places	✓	✓			
recognise how places are linked to other places in the world	✓	✓			
recognise how the environment may be improved, sustained		✓		✓	
the locality of the school, inc. key human and physical features	✓				
Recognise seasonal changes in the environment					

History pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
Place events and objects in chronological order	✓	✓			
use common words relating to the passing of time	✓	✓	✓		
recognise why people did things, why events happened and what happened as a result		✓		✓	
identify differences between ways of life at different times.	✓	✓			✓
Identify different ways in which the past is represented and use a range of information sources	✓	✓			
To ask questions			✓		✓
the way of life of people in the more distant past (beyond living memory) who lived in the local area or elsewhere in Britain	✓	✓			✓
the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists]	✓	✓		✓	✓
Discussing changes that have happened in living memory					

Equipment: Artefacts, photos, drawings, internet

Experience: Sense of Place Units, visit places of historical interest, visit a museum, visitors

Please see attached vocah list

Computing - Multimedia and Word Processing	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
Use word processing skills including: spacebar, backspace, shift, enter	Teach				
Use basic editing skills including: font size, colour and style		Teach			
Save print, retrieve and amend work. Use appropriate editing tools and mouse to insert words or sentences.		Teach			
Add text to photographs, graphics and sound eg captions, simple labelling and simple sentences 2 Create a story	Teach				
Use graphics, video and sound to enhance text And discuss how it may enhance or change the mood of their presentation. 2 Create a story, Photostory 3		Teach			
Use different layouts and templates for different purposes 2 Publish	Teach	Teach			
Digital Media					
Use a paint package to create a picture to communicate ideas and explore shape, line and colour. Print own work and save with help. 2 Paint	Teach				
Use a variety of skills and range of tools and techniques to communicate a specific artistic style, effect. 2 Paint a picture		Teach			
Create a stamp to make patterns and designs. 2 Paint a picture 2Publish	Teach				
Experiment with a range of devices which create and record sounds and musical phrases. 2 Simple music toolkit		Teach			
Develop greater control with digital skills and begin to change or enhance photos eg crop, re-colour.		Teach			
Create a sequence of still images which together form a short animated sequence. 2 Animate 2 Create a Story Windows Movie Maker		Teach			
Programming					
Explore a range of control toys and devices.			*		
Follow instructions to move around a course. 2 Simple Modelling toolkit	Teach				
Create a series of instructions to create a right angled shape on screen. 2 Simple 2Go, www.mathsplayground.com/mathprogramming.html		Teach			
Explore outcomes on a robot when individual buttons are pressed and create instructions to move their peers around a course. Bee Bots, 2 Control NXT	Teach				
Create a sequence of instructions to control a programmable robot to carry out a pre determined route to include direction, distance and turn		Teach			

Computing - Programming cont.	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
Experience a range of control devices such as microscope, sound recorders, cameras and other devices.					
Control music software through sequencing icons.	Teach				
Communication and Collaboration Messaging					
Look at the different ways that messages can be sent, forums, letters, tele- phone, email, stickies, text, instant messaging, walkie talkies	Teach	Teach			
Contribute and discuss ideas to compose and respond to a class email	Teach	Teach			
Data					
Use ICT to sort objects into groups according to a given criterion, identify criteria for sorting objects on screen, use further criterion for grouping the same objects in different ways 2 Simple 2 Count6, Tizzy's Tools	Teach				
Develop different criteria and create own pictograms and use a simple graphing package to record information and add labels and numbers as appropriate Use ICT to edit and change the information quickly. Save, retrieve and amend their work and use graphs to create and answer questions. 2Simple 2 graph		Teach			
Branching databases Ask questions that comply with the rule that it can only have a yes or no answer and use a branching database to identify objects using yes or no questions Tizzy's Tools, 2 Simple 2 Question		Teach			
E-Safety					
Online Exploration Children understand that they can share information online, e.g. via email or the school learning platform. Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with. CBBC Staysafe	Teach				
Online Research Use simple navigation skills to open a teacher selected website from a fa- vourites link or shortcut, make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows, know how to return to the home page of a teacher directed website know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult. Barnaby website	Teach				

Computing - E-Safety cont	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
Online research Know that email is a method of sending and receiving messages through the Internet. Participate in the sending of class emails. Understand the need to keep passwords private.	Teach				
Children explore a range of age-appropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them. Children to know what to do if they find something inappropriate online. Children discuss, understand and abide by the school's e-Safety SMART Rules		Teach			
Online communication Children understand that they can share information online, e.g. via email and that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.	Teach				
Communication and Collaboration Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use and know that passwords help to keep information safe and secure and that they should not be shared		Teach			
E-Awareness Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission. Children understand the importance of talking to a trusted adult about their online experiences. iKeepSafe.org	Teach				
Children are aware that not everyone they meet online is automatically trustworthy. Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission. Children identify characteristics of people who are worthy of their trust. www.thinkyouknow.co.uk/5 7/ (a series of safety lessons)		Teach			

Science Sc2	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
the differences between things that are living and things that have never been alive	Teach	LT			
to name and find out about trees, flowers and animals		Teach			
that taking exercise and eating the right types and amounts of food help humans to keep healthy				√	
about the role of drugs as medicines		PSHE			
how to treat animals with care and sensitivity				√	
about the senses that enable humans and other animals to be aware of the world around them				√	
to recognise that plants need light and water to grow, name plant parts, know seeds grow into plants					√ planting
recognise similarities and differences between themselves and others, and to treat others with sensitivity				√	
group living things according to similarities and differences		LT			
identify similarities and differences between local environments and ways in which these affect animals and plants that are found there		LT			
care for the environment				√	
Science Sc3					
Sort objects into groups on the basis of simple material properties e.g. roughness, floats, transparency, magnetic		focus on vocab	√		
recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally		focus manmade natural			
find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties.	Investiga- tions	Investigations			
find out how the shapes of objects made from some materials can be changed by some processes, including squashing bending twisting and stretching			√ Y1		
explore and describe the way some everyday materials change when they are heated or cooled		linked to cooking			
Science Sc4					
Make simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors]		Teach	√		
Know how a switch can be used to break a circuit		Teach			
Explore forces	Investiga- tions	Investigations			
Light - to identify different light sources and understand that darkness is the absence of light	Teach				
Sound - that sounds travel away from sources, getting fainter as they do so, and that they are hear when they enter the ear.	Taught in music				

Science -Breadth of Study	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
looking at the part science has played in the development of many useful things-inventors				✓	
Carry out a range of scientific investigations	✓	✓			
Use simple scientific language	✓	✓			
Consider safety aspects				✓	
Science Sc1 - How scientists work (an investigation at least every half term)					
Pupils should be taught that it is important to collect evidence by making observations and measurements when trying to answer a question.	✓	✓			
ask questions [for example 'How?', 'Why?', 'What will happen if ... ?'] and decide how they might find answers to them	✓	✓			
Use 1st hand experience and information sources to answer questions	✓	✓			
think about what might happen before deciding what to do	✓	✓			
recognise when a test or comparison is unfair	✓ LT	✓ focus			
follow simple instructions to control the risks to themselves and to others	✓	✓			
Explore using sight, hearing, smell, touch and taste and make and record observations and measurements	✓	✓			
Communicate what happened in a variety of ways, including ICT, speech, writing, drawings, tables, graphs	✓	✓			
make simple comparisons [for example hand span, shoe size] and identify simple patterns or associations	✓	✓			
Compare what happened to what they expected to happen, try to explain it, drawing on their knowledge and understanding	✓	✓			
review their work and explain what they did to others	✓	✓			
Projects					
Sun, Moon and Stars		✓			
Floating and sinking	✓				
Plants and Animals		✓			

Equipment readily available in the classroom

Magnets, mirrors, timers, viewers, magnifying glasses

Music Teaching should ensure that 'listening, and applying knowledge and understanding', are developed through the interrelated skills of 'performing', 'composing' and 'appraising'.	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assemblies	Events Visits Visitors
Use their voices expressively by singing songs and speaking in chants and rhymes.				✓	✓
play tuned and untuned instruments	✓	✓	✓		
rehearse and perform with others	✓	✓			✓
Experiments with, create, select and combine sounds	✓	✓			
To listen with concentration and to internalise and recall sounds with increasing aural memory.				✓	
Explore pitch, duration, dynamics, tempo, timbre, texture	✓	✓			
Understand how sounds can be made in different ways and describe using given/invented signs and symbols.	✓	✓		✓	
respond to a range of musical/non-musical starting points	✓	✓			
Listen to a range of live and recorded music from different times and cultures	✓	✓	✓	✓	✓