

# Setting Sail Curriculum



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## **Background**

Following discussions at an annual staff and governor twilight meeting we decided to devise our own curriculum, based on our school vision, to suit the needs of our children. The curriculum was developed through staff discussions over the period of a school year. We wanted to create an experience based curriculum within which the children's learning in Key Stage 1 would build more closely on their time in EYFS and would include more Own Learning Time. We wanted to follow the children's own interests and needs and vary the topics and projects accordingly, in a more flexible and responsive approach.

Literacy and Maths would still be based upon the national frameworks and planned weekly by the year group team. Literacy would be mainly linked to the topics and experiences happening in the rest of the curriculum and Maths would also be linked when possible.

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.

## **The Setting Sails Curriculum in practice**

### **Planning**

Each year begins with a mini topic selected by the teacher and introduced to the children during the transition afternoons in the summer term. Subsequent topics emerge from the children's interests and needs. Rather than planning for a whole half term we plan for a couple of weeks and identify lines of development. We are continuing to work in year group teams (as this is a strength of our school) and so look for common themes or follow one class's interest one time and the other class's another time. We make the most of special events and experiences and build lots of our work around these.

All the time we refer back to our curriculum and mark off what we have covered so we can spot any gaps that we still need to cover as the year goes by. At the end of each half term the year group teachers complete a cohort overview to show what has been covered. At the end of the year this is passed on to the children's next teachers to prevent repetition and to inform their planning.

### **Classroom Environment and Outdoor Learning**

To support the curriculum the teachers have re-designed their classrooms. Time has been spent to ensure that the things they need are accessible to the children, in order to build their independence, and that stimulating and interesting resources are provided. The children have access to the playground and field during Own Learning Time and can select resources from the sheds (bikes, PE equipment, creative materials and construction equipment). On two afternoons the children also have access to the school's art studio and some children visit the nursery.

## **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.

During Own Learning Time the adults support the children's learning and extend it as appropriate. They observe the children, have conversations, ask questions, model skills, learn alongside and make suggestions. They also note whether the children need additional resources, or whether there are skills that need to be taught and they identify emerging topics and interests in the class. Adults do not spend the time engaged in other activities, for instance 1:1 reading, assessments or other tasks as this would detract from their engagement with the children.

<b>Art</b> <a href="#">Teaching should ensure that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing work'. 'Knowledge and understanding' should inform this process</a>	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

<b>DT</b> <a href="#">Teaching should ensure that 'knowledge and understanding' are applied when 'developing ideas', 'planning', 'making products' and 'evaluating' them.</a>	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 <a href="#">Teaching should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.</a>	EYFS	Year One Teacher Directed	Year Two Teacher Directed	Environment (regular access to it)	Routines assemblies	Events Visits Visitors
<b>FINE MOTOR SKILLS</b>						
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	*					
<b>GROSS MOTOR SKILLS</b>						
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	*					
<b>HEALTH AND SELF-CARE</b>						
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, racquets, 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, co-ordination

<b>Geography</b> Exploration of place <a href="#">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'.</a>	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					

<b>History</b> <a href="#">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.</a>	Year One Teacher Directed	Year Two Teach- er Di- rected	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

<b>Computing - Multimedia and Word Processing</b>	<b>Year One Teacher Directed</b>	<b>Year Two Teacher Directed</b>	<b>Environ- ment (regular access to it)</b>	<b>Routines assem- blies</b>	<b>Events Visits Visitors</b>
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			
<b>Digital Media</b>					
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			
<b>Programming</b>					
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, <a href="http://www.mathsplayground.com/mathprogramming.html">www.mathsplayground.com/mathprogramming.html</a>		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			

<b>Computing - Programming cont.</b>	<b>Year One Teacher Directed</b>	<b>Year Two Teacher Directed</b>	<b>Environ- ment (regular access to it)</b>	<b>Routines assem- blies</b>	<b>Events Visits Visitors</b>
Experience a range of control devices such as microscope, sound recorders, cameras and other devices.					
Control music software through sequencing icons.	Teach				
<b>Communication and Collaboration Messaging</b>					
Look at the different ways that messages can be sent, forums, letters, telephone, email, stickies, text, instant messaging, walkie talkies	Teach	Teach			
Contribute and discuss ideas to compose and respond to a class email	Teach	Teach			
<b>Data</b>					
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			
<b>Branching databases</b> 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			
<b>E-Safety</b>					
<b>Online Exploration</b> 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				
<b>Online Research</b> Use simple navigation skills to open a teacher selected website from a favourites 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
<b>Online research</b> 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			
<b>Online communication</b> 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				
<b>Communication and Collaboration</b> 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			
<b>E-Awareness</b> 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.	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. <a href="http://www.thinkyouknow.co.uk/57/">www.thinkyouknow.co.uk/57/</a> (a series of safety lessons).		Teach			

<b>Science Plants, Animals including humans, Seasonal change, Habitats</b>	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assem- blies	Events Visits Visitors
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and describe their basic structure	Teach	LT			Steeple woods
Observe and describe how seeds and bulbs grow into mature plants		LT		✓	
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		Teach			
Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals in their habitats, including micro-habitats	Teach	Teach		✓	
Identify and name a variety of common animals which are carnivores, herbivores and omnivores		Teach		✓	
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)		Teach		✓	
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Teach				
Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)				✓	
Describe the importance of exercise, the right amounts of different types of food and hygiene				✓	
Group living things according to similarities and differences	Teach	LT			
Explore and compare the differences between things that are living, dead or have never been alive		Teach			
Consider how living things are suited to their habitats and how the habitat provides for their basic needs		Teach			
Identify and name a variety of plants and animals in their habitats, including micro-habitats		Teach			
Explore simple food chains		Teach			
<b>Science Everyday materials</b>					
Distinguish between an object and the material from which it is made	Teach				
Describe the simple physical properties of a variety of everyday objects and compare and group them accordingly		focus on vocab	✓		
Identify and compare the suitability of a variety of everyday materials for particular uses	LT	LT			
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Teach				
Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending and stretching			✓ Y1		
Explore and describe the way some everyday materials change when they are heated or cooled		linked to cooking			
<b>Science Physical processes</b>					
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			✓		
Light - to identify different light sources and understand that darkness is the absence of light	Teach				

Science Physical processes	Year One Teacher Directed	Year Two Teacher Directed	Environ- ment (regular access to it)	Routines assemblies	Events Visits Visitors
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			✓		
Light - to identify different light sources and understand that darkness is the absence of light	Teach				
<b>Working Scientifically</b>					
ask simple questions and recognise that they can be answered in different ways	✓	✓			
Use observations and ideas to suggest answers to questions	✓	✓			
observe closely, using simple equipment	✓	✓	✓		
Identify and classify	✓	✓			
perform simple tests	✓	✓			
gather and record data to help to answer questions	✓	✓			
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	✓	✓			

**Equipment readily available in the classroom**

Magnets, mirrors, timers, viewers, magnifying glasses

**Key vocabulary:** Classifications of animals (amphibians, mammals, birds, reptiles, fish, omnivores, herbivores, carnivores etc) and plants (evergreen, deciduous etc)

<b>PSHE</b> Our PSHE curriculum is underpinned by five fundamental aspects of emotional well-being linked to our vision statement: Curiosity, Confidence, Positive attitudes, Care and Friendship.	Year One Teacher Directed	Year Two Teacher Directed	Environment (regular access to it)	Routines assemblies	Events Visits Visitors
<b>Health and Well-Being</b>					
What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	√	√			
The importance of how to maintain personal hygiene.	√	√		√	
The process of growing from young to old and how People's needs change		√			
The names for the main parts of the body (including external genitalia) the similarities and differences between girls and boys	√	√			
Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises, road safety, cycle safety and safety in the environment)	√ Beach safety Road safety Water safety	√ Fire/electricity safety Water safety		√	√ E-safety
Growing and changing and new opportunities and responsibilities that increasing independence may bring		√			
To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no' and 'I'll tell'				√	
To know and use vocabulary to describe their feelings to others and simple strategies for managing feelings	√	√		√	

**Circle times:** Circle times will be used to address any arising issues related to social and emotional development  
**Thrive:** Thrive assessments will be used to highlight individuals/groups for specific social and emotional strategies or interventions.

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<b>Relationships</b>					
To know and understand the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises	√	√		√	
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)	√	√			
To know and understand the qualities and behaviours that makes good friends and friendships	√				
To know and understand that there are different types of teasing and bullying, and 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	√	√		√	
To recognise how others show feelings and how to respond, an awareness of how their behaviour affects other people	√	√		√	

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<b>Living in the wider world</b>					
To help construct, and agree to follow, group and class rules and to understand how these	√	√		√	
To know that people and other living things have needs and that they have responsibilities to meet them. Including being able to take turns and understand the need to return things that have been borrowed.	√	√		√	
To understand that they belong to various groups and communities such as family and school	√	√		√	√
To know what improves and harms their local, natural and built environments and about some of the ways people look after them	√	√			√
To know that money comes from different sources and can be used for different purposes. Including the concepts of spending and saving		√			

**Further coverage and links to this theme:**

- School Council
- Youth Council
- Taking part in town/local traditions (Loving Cup)
- Year 2 Visit to the Guildhall

<b>Music</b> <a href="#">Teaching should ensure that 'listening, and applying knowledge and understanding', are developed through the interrelated skills of 'performing', 'composing' and 'appraising'.</a>	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	✓	✓	✓	✓	✓