

Long Term Curriculum Plan for Pippin and Russet

Year 1 (2019-2020) of cycle 1

‘Learning as we grow. Growing as we learn. Rooted in Jesus.’

A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.

	Sep - Dec	Jan – March	April - July
Topic	Transport	Food heroes!	Farming
Critical and Creative Thinking	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> ask questions <p><u>Key Stage 1</u></p> <p>ask relevant questions</p>	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> wonder about ideas <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> consider merits of different viewpoints 	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> suggest a way to solve a problem <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> use different approaches to solve problems
Globalisation and Interdependence	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> immediate and local environment (learning about our school) <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> links between local community and wider world (travel and transport across the world) 	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> simple links with other places (e.g. through food) <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> similarities and differences between places in various parts of the world, including own setting (food) <p>To develop knowledge of the UN sustainability goal of ‘zero hunger’</p>	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> immediate and local environment <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> similarities and differences between places in various parts of the world, including own setting (farming methods)
Concern for the Environment (cooking/outdoor/local/seasons)	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> sense of wonder and curiosity about the world <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> concern about the local environment. 	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> starting to value resources <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> taking care of resources and not wasting them eg. Food waste 	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> appreciation of, and care for, living things and own environment <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> concern about the local and wider environment and willingness to care for it
Charitable Work	Kent Air ambulance	Food banks- helping the homeless Fairtrade	Oxfam- give a goat
Self Awareness and	<u>Foundation stage</u>	<u>Foundation stage</u>	<u>Foundation stage</u>

<p>Reflection/Well-Being and Empathy</p>	<ul style="list-style-type: none"> • identify how people are feeling (e.g. happy, sad, worried) <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • identify matters that are important to self and others • show interest in, and concern for, others outside immediate circle and in contexts different to own 	<ul style="list-style-type: none"> • recognise, name and deal with feelings in a positive way <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • learn from mistakes and use feedback 	<ul style="list-style-type: none"> • notice some effects of own actions on others • show sensitivity to people’s feelings and needs <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • recognise effects of own behaviour on others and use this to help make choices • show awareness of, and concern for, people’s feelings
<p>Identity and Diversity</p>	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> • uniqueness of self <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • what contributes to self-identity and belonging in my school 	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> • uniqueness of every person and their value <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • what contributes to self identity and belonging in the wider world • To understand how food inequality is a local, as well as international issue. 	<p><u>Foundation stage</u></p> <ul style="list-style-type: none"> • similarities and differences between self and others <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • similarities and differences between peoples in local setting and also in wider contexts
<p>Core Text (promoting reading and vocabulary)</p>	<p>The train ride by June Crebbin Who sank the boat by Pamela Allen YrR/1 Mr Grumpy’s outing by John Burningham Yr 2 Mr Grumpy’s motor car by John Burningham Yr 2 Oi get off our train by John Burningham Yr 2 Mrs Armitage on wheels by Quentin Blake The Great Explorer-Chris Judge Yr 2 Naughty bus by Jan Oke Yr R/1 Samson's Titanic Journey by Lauren Graham & Roisin Matthews Yr</p>	<p>Good enough to eat by Lizzie Rockwell Dealing with waste, Leftover food by Sally Morgan (YR2) Food, farms and store shelves by Erika L Shores Yr2 Why do we eat? By Stephanie Turnbull Yr 2 How did that get in my lunch box? By Chris Butterworth Yr 2 The enormous turnip (YrR/1) The Enormous Potato by Aubrey Davis Yr R/1 The very hungry caterpillar by Eric Carle (YrR/1) Oliver's Vegetables by Vivian French and</p>	<p>What the Ladybird Heard by Julia Donaldson (YR) Farmer Duck by Martin Waddell (YR) Oliver’s Vegetables by Vivian French (YR/Yr1) Plants by Sally Hewitt (YR/Yr1) A Seed is Sleepy by Dianna Aston Usbourne Look Inside Food by Emily Bone Jim and the bean stalk by Raymond Briggs (Yr2) Ten Seeds by Ruth Brown (Yr2) A Little Guide to Wild Flowers by Charlotte Voake (Yr2) The Little Gardener by Emily Hughes (Yr2)</p>

	<p>2</p> <p><i>Tom Crean's Rabbit: A True Story from Scott's Last Voyage</i> by Meredith Hooper & Bert Kitchen Yr 2</p> <p>Faster, Further, Higher, Deeper: Triumphs in Transport by <i>Richard Brassey</i> Yr 2</p> <p>Professor Astro Cat's Space Rockets Hardcover by Dominic Walliman (Yr 2)</p> <p>Emma Jane's Aeroplane by Katie Haworth & Daniel Rieley (Yr2)</p> <p>Five Go Off To Camp (Famous Five) Enid Blyton (Yr2)</p> <p>Amelia Earhart (Little People, Big Dreams) by Isabel Sanchez Vegara & Maria Diamantes (Yr2)</p>	<p>Alison Bartlett (YrR/1)</p> <p>Vivian French and Alison Bartlett (Yr R/1)</p> <p>The Owl who was afraid of the dark by Jill Tomlinson (Yr 2)</p> <p>One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia (Yr2)</p> <p>Perfectly Peculiar Pets by Elli Woollard (Yr2)</p> <p>The diary of a killer cat by Anne Fine (Yr2)</p> <p>A Beetle Is Shy (Nature Books) Hardcover by Dianna Hutts Aston (Yr2)</p> <p>The Hodgeheg by Dick King Smith (Yr2)</p> <p>The Big Book of the Blue by Yuval Zommer by (Yr2)</p> <p>Charlottes Web by EB White (Yr2)</p>	<p>The Last Wolf by Mini Grey (Yr2)</p> <p>Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter (Yr2)</p> <p>Katie and the Sunflowers James Mayhew (Yr2)</p> <p>The Boy Who Grew Dragons Andy Shepherd (Yr2)</p> <p>The Green ship by Quentin Blake (Yr2)</p> <p>The Enchanted Wood by Enid Blyton (Yr2)</p> <p>Tree: Seasons Come, Seasons Go by Patricia Heggarty and Britta Tekentrup (Yr2)</p>
Starter/Hook/Enrichment	<p>Bring your bike to school!</p> <p>Invite different modes of transport to the school eg. Police car, fire engine, ambulance, motor bikes, Porsche, tractor, rolls Royce.</p>	<p>Visiting a supermarket</p> <p>Tasting food from around the world</p>	<p>We're going to come to school wearing old clothes ready for digging the soil planting lots of seeds and weighing vegetables and crops from the local farmers fields.</p>
Subject Specific Curriculum Outcomes	Materials	<p>Seasonal changes</p> <p>Animals including humans</p>	Plants
Geography	<p>EYFS</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p>EYFS</p> <ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p>EYFS</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
	<p>Geography-KS1</p> <p>Locational knowledge</p>	<p>Locational knowledge-KS1</p> <ul style="list-style-type: none"> name and locate the world's seven 	

	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	continents and five oceans	
	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, port, harbour and shop
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	physical features of its surrounding environment.								
	Skills								
	EYFS	Yr1	Yr2	EYFS	Yr1	Yr2	EYFS	Yr1	Yr2
	Can they make observations and talk about the features of about their local environment?	Can they explain where they live and describe some of the physical features? Can identify what they like and don't like about their locality and give reasons why? Can they answer some questions using different geographical resources?	Can they describe a locality? Can they identify key features of a locality by using a map?		Can they answer some questions using different geographical resources?	Can they describe a locality?	Can they make observations and talk about the features of about their local environment?	Can they explain where they live and describe some of the physical features? Can identify what they like and don't like about their locality and give reasons why?	Can they label a diagram or photograph using some geographical vocabulary? Can they describe a locality? Can they identify key features of a locality by using a map?
Greater Depth	Can they explain the impact that human	Can they ask relevant geographical questions	Can they use a range of geographical		Can they show empathy towards a	Can they use a range of geographical	Can they describe some actions	Can they show empathy towards a	Can they use a range of geographical evidence to

	activity has on the local environment?	using a range of sources provided? Can they show empathy towards a geographical event or issue and explain the impact on people or place?	Is evidence to make predictions?		geographical event or issue and explain the impact on people or place?	Is evidence to make predictions? Can they make comparisons between people and places and explain their reasons?	which people in their own community do that help maintain the area they live in? Can they explain the impact that human activity has on the local environment?	geographical event or issue and explain the impact on people or place?	make predictions? Can they make comparisons between people and places and explain their reasons?
History	EYFS <ul style="list-style-type: none"> Shows interest in different occupations and ways of life. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Talks about why things happen and how things work. 	EYFS <ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	EYFS <ul style="list-style-type: none"> Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 						
	KS1 events beyond living memory that are significant nationally or global: the first aeroplane flight								
	Significant historical events, people and places in their own locality: Remembrance Sunday (annual)						Significant historical events, people and places in their own locality: Olympics and Paralympics, apple farming, bee keeping.		
	The lives of significant individuals in the								

	past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods: Christopher Columbus, Neil Armstrong and Amelia Earhart .								
							Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (hops and apples).		
	Skills								
	EYFS	Yr1	Yr2	EYFS	Yr1	Yr2	EYFS	Yr1	Yr2
	Can they talk about past and present events in their own lives and in the lives of their family? Can they order and sequence familiar events using visual prompts?	Can they put pictures, artefacts or events in chronological order? Can they use words and phrases such as old, new, a long time ago, before and after to describe the past? Can they use stories as a source for asking and answering	Can they identify some ways that people from the past have impacted upon our lives? Can they recognise that certain celebrations are as a direct result of an event that occurred in the past? (Remembrance) Can they use	Can they order and sequence familiar events using visual prompts?			Can they order and sequence familiar events using visual prompts?	Can they put pictures, artefacts or events in chronological order? (e.g. farm machinery, horse drawn to machines and combine harvesters) Can they use words and phrases such as old, new, a long time ago, before and after to	Can they explain how the local area was different in the past? Can they recognise that certain celebrations are as a direct result of an event that occurred in the past? (Olympics) Can they use appropriate words and phrases to describe historical events?

