

Monk Fryston C of E Primary School – Key Stage 1 Curriculum Long Term Plan

At Monk Fryston C of E Primary School, we offer a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, social, cultural, mental and physical development of our pupils;
- prepares all pupils for the opportunities, responsibilities and experiences of later life.

The **school curriculum** comprises all learning and other experiences planned for our pupils. The **National Curriculum** is one part of our school curriculum. We are legally required to follow the statutory National Curriculum, which sets out programmes of study, highlighting subject content for each subject. In addition, we tailor our planning to take into account key experiences that we believe our children should have, and that help them to understand key British values that prepare them fully for life in modern Britain.

MONK FRYSTON C of E PRIMARY SCHOOL CURRICULUM AIMS AND EXPECTATIONS	
<u>Our curriculum aims:</u>	<u>Our curriculum expectations:</u>
<ul style="list-style-type: none"> ➤ Inspiring and interesting - promoting a love of learning for its own sake ➤ Aspiring – enables the children to achieve the highest personal standards ➤ Creative – incorporating all learning styles and methods ➤ Relevant – is accessible to all our children in a meaningful way ➤ Broad – focuses on the education of the WHOLE person 	<ul style="list-style-type: none"> ✓ High expectations ✓ High standards and good progress for every child ✓ Opportunities for ‘deep learning’ ✓ Opportunities for creativity ✓ Relevance ✓ Enjoyment!
<u>Enrichment elements (each to be included at least once during the year)</u>	<u>Each topic will have:</u>
<ul style="list-style-type: none"> • Drama • Enterprise • Community – UK and global (including communication with another school) • Sustainability • Grow or make something and eat it 	<ul style="list-style-type: none"> • A book • Spiritual, social, moral and cultural development (SMSC and PSHE and Citizenship) • Philosophy • Problem solving/thinking • Art, music, ICT, DT, • Children’s personal focus • Visit or visitor • Deep learning

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The school curriculum makes provision for SMSC and personal, social and health education via the North Yorkshire PSHE and Citizenship Guidance (2016) as follows:

NORTH YORKSHIRE PSHE AND CITIZENSHIP FRAMEWORK – KEY STAGE 1	
YEAR 1	YEAR 2
<ul style="list-style-type: none"> Relationships Emotional health and wellbeing Risk-taking behaviours Healthy lifestyles Me and my future Citizenship 	<ul style="list-style-type: none"> Relationships Emotional health and wellbeing Risk-taking behaviours Healthy lifestyles Me and my future Citizenship

YEAR 1			
English	Phonics	Geography	Science
<p>Text types taught and revisited throughout the year, linking to topics and literary materials:</p> <ul style="list-style-type: none"> Description Stories Poems Persuasive Non-Chronological Report Play script Recount Instruction Letter Explanation 	<ul style="list-style-type: none"> Based on 2014 National Curriculum requirements Letters and Sounds Support for Spelling 	<ul style="list-style-type: none"> All About Me - the UK, its capital city and surrounding seas Britain in the 1960s /USA - our locality in comparison to a non-EU locality Explorers - identify seasonal changes and locate hot and cold areas of the world in relation to the Equator Explorers - simple compass directions. The use of aerial 	<ul style="list-style-type: none"> Plants (identify wild and garden plants, including deciduous and evergreen trees, identify and describe common flowering plants, including trees) Animals, including humans (identify common animals including fish, amphibians, reptiles, birds and mammals, identify animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of
	Maths		
	<ul style="list-style-type: none"> 2014 National Curriculum (AET Maths, White Rose Maths Hub) 		

Monk Fryston C of E Primary School – Key Stage 1 Curriculum Long Term Plan

	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> ● Coding and programming ● Create digital outputs ● Recognise uses of IT beyond school ● Searching and using data ● Using technology safely 	<p>photographs. Simple fieldwork within the locality</p>	<ul style="list-style-type: none"> ● common animals, identify basic parts of the human body and relate to senses) ● Everyday materials (distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties) ● Seasonal changes (observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies)
<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> ● Movement (running, jumping, catching, balance, agility, co-ordination) ● Team games (attacking and defending) ● Dance 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> ● Britain in the 1960s ● Explorers ● Dinosaurs 	<p style="text-align: center;">DT</p> <ul style="list-style-type: none"> ● Food ● Malleable materials ● Materials ● Modelling 	
<p style="text-align: center;">RE</p> <ul style="list-style-type: none"> ● Who celebrates what and why? ● Special stories for Christians ● How do we show we care? (Christian and Jewish focus) ● Questions that puzzle us 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> ● Exploring sounds ● Beat ● Pitch ● Performance 	<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> ● Modelling ● Drawing/Painting ● Sculpture ● Colour, pattern, texture ● Study the work of a range of artists 	

YEAR 2

<p style="text-align: center;">English</p> <p>Text types taught and revisited throughout the year, linking to topics and literary materials:</p> <ul style="list-style-type: none"> ● Stories ● Setting descriptions ● Character descriptions ● Poems ● Persuasive writing ● Non-Chronological Reports ● Recounts ● Instructions ● Letters 	<p style="text-align: center;">Phonics</p> <ul style="list-style-type: none"> ● Based on 2014 National Curriculum requirements ● Letters and Sounds ● Support for Spelling 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> ● London’s Burning! - all capital cities of the UK ● Under the Sea - name and locate the world’s seven continents and five oceans, identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● Go Wild! - understand geographical similarities and differences of a small area of 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> ● Plants (observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy) ● Animals, including humans (notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food, air), describe the importance for humans
	<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> ● Design and modelling ● Drawing/Painting ● Sculpture <p>Colour, pattern, texture, line, shape, form and space</p>		

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		the United Kingdom, and of a small area in a contrasting non-European country	<p>of exercise, eating the right amounts of different types of food, and hygiene)</p> <ul style="list-style-type: none"> • Everyday materials (identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching) • Living things and their habitats (explore and compare the differences between things that are living, dead, and things that have never been alive, identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other, identify and name a variety of plants and animals in their habitats, including micro-habitats)
RE	Maths	History	
<ul style="list-style-type: none"> • Creation and Thanksgiving • Special stories for Muslims • How do we show we care? (Muslim and Sikh focus) • Holy places - what can we learn from visiting a religious building? 	<ul style="list-style-type: none"> • 2014 National Curriculum • (AET Maths, White Rose Maths Hub) 	<ul style="list-style-type: none"> • Destination: Space - looking at Neil Armstrong, and how he has contributed to national and international achievements • London's Burning! -- learning about events beyond living memory that are significant nationally or globally • Go Wild! - looking at a significant individual and how he has influenced others 	
PE	DT		
<ul style="list-style-type: none"> • Gymnastics • Dance • Games tournaments and competitions for a variety of sports - including bean bag rounders, multi-skills, and sports hall games 	<ul style="list-style-type: none"> • Children will use food to prepare dishes • Children will understand where food comes from • Uses of everyday materials 		
Music		Computing	
<ul style="list-style-type: none"> • Sounds for effect • Instruments • Singing 		<ul style="list-style-type: none"> • Coding and programming • Create digital outputs • Recognise uses of IT beyond school • Searching and using data • Using technology safely 	