

Curriculum Design

THEME: ALL CHANGE!

INTENTIONS:

Drivers:

- To improve relationships and gel the class so that there is a sense of a team.
- To improve communication and imaginative language, specifically vocabulary and writing.
- To improve knowledge of the world through the wonderment of people and places

Standards:

Writers	Scientists	Geographers
Non-fiction: Non – chronological reports Fact files Recounts List facts Label diagrams Write captions Explanations	<p>SEASONAL CHANGES (YR 1) Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>PLANTS (YR 1) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><i>Human and physical geography</i></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
Historians	Artists	Design technologists
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Painting: <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	Food: <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.
PSHE: changes between us and the changes we go through.		
Spiritual An increasing ability to reflect An awareness and understanding of their own and others' beliefs An understanding of feelings and emotions, and their likely impact.	Moral An ability to make responsible and reasoned judgements on moral dilemmas An ability to distinguish right from wrong	Social Resolves conflicts
Sparkling Start Mad Science – Experiences: Food and social experiences Forest school Changes through Newmarket – locality Growing plants, cooking regularly	Books: The journey home WANTED: The Perfect Pet – Fiona Robertson Plant non-fiction book	
Continuous provision: Maps in classrooms, weather recording...		

IMPLEMENTATION:

Week	Intro	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Event /books							IMPACT						IMPACT		
Writing															
Science															
Geography															
Art															
Technology															
History															

Continuous Provision opportunities:

IMPACT:

Assessment against the INTENTIONS of the standards, including:

Theme key **word assessment** using knowledge organisers

Initial mind map to show what they know compared with **assessment mind-map** at the end of the unit.

Ongoing assessment, including cognitive challenge

building from describing, labelling,
listing...  to comparing, explaining ...
applying, organising  to justifying, convincing,
arguing and selecting

Tests through **quick quizzes** and **activities** designed to showcase pupil knowledge and understanding.

Extended writing tasks to show the **application** of language and communication skills, including: composition, transcription and analysis.
This can be through the theme or specific writing activities.

