

# SHOLING INFANT SCHOOL

## Foundation Subject – Topic Curriculum Content



## PIRATES

### SCIENCE

S1.1.1 Observe using simple equipment (*magnifying glasses, bug collectors, seasonal key card, binoculars, light boxes*)

S1.1.2 Use my observations and ideas to suggest answers to questions

S1.4.1 Distinguish between an object and the material from which it is made.

S1.4.2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock

S1.5.1 Observe changes across the four seasons.

S1.5.2 Observe and describe weather associated with the seasons and how day length varies.

### MUSIC

M1.5.1 Listens to a range of live and recorded pieces identifying key instruments.

M1.6.1 Can hold and play a range of percussion instruments.

M1.9.1a Beat untuned percussion slowly or quickly.

M1.9.1b Play a rhythm at different speeds.

### DESIGN & TECHNOLOGY

DT1.1.2 Start to suggest ideas and explain what they are going to do.

DT1.2.1 Begin to draw on their own experience to help generate ideas and research conducted on criteria.

DT1.3.1 Begin to select tools and materials; be introduced to correct vocabulary to name and describe them.

DT1.3.2 With help measure, mark out, cut and shape a range of materials.

Explore using tools e.g. scissors and a hole punch safely.

DT1.3.3 Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.

DT1.4.1 Begin to explore how to cut, shape and join paper, card and **fabric** to make a simple product.

DT1.5.1 When looking at existing products explain what they like and dislike about products and why.

### GEOGRAPHY

G1.1.2 Name and locate the world's seven continents and five oceans. (*Linked to topics: South America, Asia, Africa, Australia/Oceania, Antarctica, Europe*)

G1.4.1 Use world (google) maps and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in Year 1 (*start with us and earth*)

G1.4.2 Use simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right] to describe the location of featured and routes on a map. (*Pirates*)

G1.4.3 Devise a simple map; and use basic symbols in a key. (*Pirates*)

### COMPUTING

C1.1.1 Know what an algorithm is (see right)

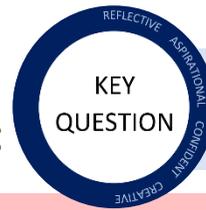
C1.2.1 Use Bluebot software to create programs

### RE (Assessment focus)

RE1.1.1 Children can talk about their own responses to their experiences of the concepts explored

# SHOLING INFANT SCHOOL

## Foundation Subject – Topic Curriculum Content



## MAGICAL ME

### SCIENCE

S1.1.2 Use my observations and ideas to suggest answers to questions

S1.1.3 Gather and record data to help in answering questions

S1.3.1 Identify, name, draw and label basic parts of the human body.

S1.5.1 Observe changes across the four seasons.

### ART & DESIGN

A1.1.1 Extend the variety of drawing tools.

A1.1.5 Observe anatomy (faces, limb)

A1.2.4 Work on different scales.

A1.3.3 Sort according to specific qualities

A1.5.1 Relief printing

A1.5.2 Create patterns

A1.5.3 Develop impressed images

### RE (Assessment focus)

RE1.5.1 They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.

### COMPUTING

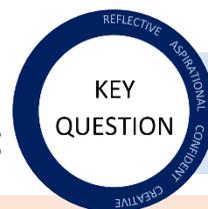
C1.6.1 Know SMART rules

### MUSIC

M1.4.1 Create and choose sounds in response to given starting points.

M1.11.1 Experiment with body percussion and add to class performance pieces, building and removing texture.

M1.12.1 Read and clap crotchet and quaver rhythms.  
(crotchet= 1,2,3,4, quaver= 1 & 2 & 3 & 4 &)



### SCIENCE

S1.1.1 Observe using simple equipment (*magnifying glasses, bug collectors, seasonal key card, binoculars, light boxes*)

S1.1.2 Use my observations and ideas to suggest answers to questions

S1.1.4 Identify and classify (*materials, animal groups*)

S1.3.2 Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals including pets)

S1.3.3 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

S1.3.4 Identify and name a variety of common animals that are carnivores, herbivores and omnivores

### MUSIC

M1.4.1 Create and choose sounds in response to given starting points.

M1.4.2 Create simple representations and short pieces using tuned and untuned percussion.

M1.5.2 Listens to own performances providing simple constructive comments.

M1.8.1 Hear and identify tuned instruments played loudly or quietly.

### ART & DESIGN

A1.1.2 Explore different textures

A1.1.3 Observe and draw landscapes

A1.1.4 Observe patterns

A1.3.2 Weaving

A1.3.4 Collage

A1.4.1 Construct

A1.4.2 Use materials to make known objects for a purpose

A1.4.3 Carve

A1.4.4 Pinch and roll coils and slabs using a modelling media.

A1.4.5 Make simple joins

A1.4.6 Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.

A1.4.7 Build a textured relief tile.

### COMPUTING

C1.4.1 Create & store,

- Pictures (2paint, picasa)

- Posters / Leaflets (2publish, MS Publisher)

- Documents (2publish, MS Word, Google Docs)

- Graphs (2Graph, MS Excel, Google Spreadsheet)

- Storyboards (2create a story, Comic Life)

- Presentations (MS PowerPoint/ Google presentation/ Picasa / Moviemaker)

### GEOGRAPHY

G1.1.2 Name and locate the world's seven continents and five oceans. (*Linked to topics: South America, Asia, Africa, Australia/Oceania, Antarctica, Europe*)

G1.2.1 Understand geographical similarities and differences through studying the physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Arctic and Rainforest topic. (*Ensure Arctic location named*) (*New forest / rainforest*)

G1.3.1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. (*Arctic/forests Science walks/ daily calendar display*)

### RE (Assessment focus)

RE1.3.1 They can identify and talk about key concepts explored that are common to all people (Group A concepts).

# SHOLING INFANT SCHOOL

## Foundation Subject – Topic Curriculum Content



## TOYS

### SCIENCE

S1.1.3 Gather and record data to help in answering questions

S1.1.4 Identify and classify (*materials, animal groups*)

S1.4.3 Describe the simple physical properties of a variety of everyday materials

S1.4.4 Compare and group together a variety of everyday materials on the basis of their simple physical properties

S2.1.5 Perform simple tests

### MUSIC

M1.4.1 Create and choose sounds in response to given starting points.

M1.5.1 Listens to a range of live and recorded pieces identifying key instruments.

M1.8.1 Hear and identify tuned instruments played loudly or quietly.

### RE (Assessment focus)

RE1.2.1 They can identify how their responses relate to events in their own lives.

### COMPUTING

C1.5.1 Identify uses of IT linked to topics

### DESIGN & TECHNOLOGY

DT1.1.1 Begin to understand the development of existing products: What they are for, how they work, materials used.

DT1.2.2 Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.

DT1.3.1 Begin to select tools and materials; be introduced to correct vocabulary to name and describe them.

DT1.3.2 With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely.

DT1.3.3 Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.

DT1.3.4 Begin to use simple finishing techniques to improve the appearance of their product.

DT1.5.1 When looking at existing products explain what they like and dislike about products and why.

DT1.6.1 Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).

DT1.6.2 Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.

DT1.7.1 Begin to build structures, exploring how they can be made stronger, stiffer and more stable.

DT1.8.1 Explore and use mechanisms levers, sliders, in their products.

### HISTORY

H1.1.1 Develop an awareness of the past using common words and phrases relating to the passing of time. Yesterday, Long ago, very long ago, a 100 years ago past, present (*Toys, GfOL*)

H1.1.2 Identify similarities and differences between ways of life within different periods (*Toys -what children played with GfOL (houses fire fighting cooking)*)

H1.1.3 Ask and answer questions choosing and using parts of stories to show they know and understand key features of events. (*Toys, GfOL*)

H1.1.4 Understand some of the ways in which we find out about the past. (*Toys-artefacts photos GfOL-artefacts paintings diaries*)

H1.2.1 Understand the changes within living memory, where appropriate these should be used to reveal aspects of changes in national life. (*Toys – e.g. materials, electronic toys*)



### SCIENCE

S1.1.2 Use my observations and ideas to suggest answers to questions

S1.1.3 Gather and record data to help in answering questions

S1.3.5 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

S2.1.5 Perform simple tests

### MUSIC

M1.1.1 Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.

M1.2.1 Join in with group singing, building a repertoire of songs.

M1.2.2 Use chants and rhymes to build rhythmic capability.

M1.3.1 Experiment with tuned and untuned instruments.

M1.10.1 Explore long and short sounds on untuned percussion.

### ART & DESIGN

A1.2.1 Use a variety of tools and techniques including the use of different brush sizes and types.

A1.2.2 Mix secondary colours and shades using different types of paint (poster, watercolours, powder)

A1.2.3 Mix and match colours to artefacts and objects.

A1.3.1 Create different textures e.g. use of sawdust, sand.

A1.6.1 Awareness and discussion of patterns

A1.6.2 Repeating patterns

A1.6.3 Symmetry

### COMPUTING

C1.4.1 Create & store,

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### RE (Assessment focus)

RE1.5.1 They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.

### GEOGRAPHY

G1.1.1 Name locate the four countries and capital cities of the United Kingdom and its surrounding seas. (*GfOL, Magical Me*)

### HISTORY

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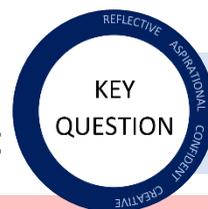
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H1.2.2 Events beyond living memory that are significant nationally or globally (*for example, GFOL e.g. building design and regulation*)

H1.3.1 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. (*Samuel Pepys, Charles II and Christopher Wren*)

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## Foundation Subject – Topic Curriculum Content



## FORESTS

### SCIENCE

S1.1.1 Observe using simple equipment (*magnifying glasses, bug collectors, seasonal key card, binoculars, light boxes*)

S1.1.3 Gather and record data to help in answering questions

S1.1.4 Identify and classify (*materials, animal groups*)

S1.2.1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

S1.2.2 Identify and describe the basic structure of a variety of common flowering plants, including trees *and begin to discuss how plants need light and water to survive.*

S1.5.1 Observe changes across the four seasons.

### MUSIC

M1.4.3 Use simple symbols to represent sounds.

M1.5.3 Identify changes in music and respond with movement.

M1.6.2 Play tuned and untuned instruments experimenting with sounds, timbre and melody.

M1.6.3 Perform using simple graphic notation.

M1.7.1 Identify and play an upward and downward scale on a tuned instrument.

M1.7.2 Sing an upward and downward scale.

### RE (Assessment focus)

RE1.4.1 They can recognise that the concept is expressed in the way of life of the people studied.

### COMPUTING

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### DESIGN & TECHNOLOGY (Healthy Week)

DT1.9.1 Start to understand how to name and sort foods into the five groups in 'The Eat well plate'

DT1.9.2 Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.

DT2.10.1 Demonstrate how to prepare simple dishes safely and hygienically, with or without using a heat source.

DT2.10.2 Demonstrate how to use techniques such as cutting, peeling and grating.

DT2.11.1 Understand that all food comes from plants or animals.

DT2.11.2 Know that food has to be farmed, grown elsewhere (e.g. home) or caught.