



## **Redbrook Hayes Community Primary School**

Connected Curriculum

Key Stage 1

All About Me!

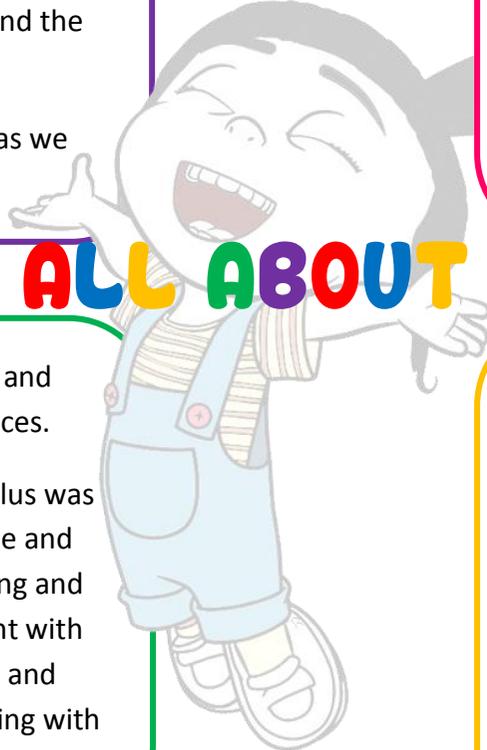
As **scientists** we will develop our skills in working scientifically through our study of the human body.

Through this unit we will learn about the human life cycle and what humans need to survive. We will also discover the names for different parts of our bodies and understand the importance of healthy diet and exercise.

We will use this knowledge to help us as **designers** as we design and prepare healthy dishes.

As **historians** we will learn about changes within living memory. We will learn about our family trees, aural history of our relatives and consider how their experiences changed national life (eg. Remembrance Sunday).

Through these events we will develop our understanding of chronology, sequencing and historical language, as well as identifying similarities and differences between our life today and the lives of our relatives in the past.



## ALL ABOUT ME!

As **artists** we will work artistically, creatively exploring and developing our ideas as well as evaluating our final pieces.

We will study the work of famous artists whose stimulus was the human body (eg. Richard Long's Mud Hand Circle and Picasso's self-portraits) to help us develop our drawing and painting skills. We will use this stimulus to experiment with different mark making techniques, drawing shapes and investigating tone; as well as mixing colours and painting with different tools and techniques.

This unit contributes to the whole-school plans for SMSC, British Values and Learning and Life Skills in the following ways.

**British Values:** Democracy, Monarchy, British History which shapes attitudes today, Individual Liberty, Mutual Respect and Tolerance of Others.

**SMSC:** Spiritual (What I believe and what is important to me, celebrating my achievements); Moral (make everyone feel welcome, talk about things I am good at); Social (work with friends and share experiences, know that others have different social and cultural experiences); Cultural (talk about my culture and family traditions).

**Learning and Life Skills:** Knowing Me, Knowing You; Learning Together.

**Other Opportunities:** Senses (Science); Emotions (PSHE); Favourite toys (PSHE), Are taller people always older? (Maths), Digital photographs (Computing); Where I live – maps, addresses, local area (Geography), Life-size paintings (Art), Keeping safe – medicines (PSHE), How do I get to school? Road Safety (PSHE).

**Links to Literacy:** *Funnybones* by Allan and Janet Ahlberg, *Dogger* by Shirey Hughes, *Penguin* by Polly Dunbar, *The Heart and the Bottle* by Oliver Jeffers, *Owl Babies* by Jill Murphy, *George's Marvellous Medicine* by Roald Dahl, *The Tear Thief* by Carol Ann Duffy, *How to Live Forever* by Colin Thompson, *Avocado Baby* by John Burningham.

**Enhancement Opportunities:** Educational Visit – ThinkTank, Birmingham, Invited Visitors – Grandparents.



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Planning	a) Pupils can ask questions	<b>Ask simple questions when prompted.</b>	<i>Pupil can understand that questions can be answered by testing.</i>	<i>Pupil can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat.</i>	<i>Pupil can ask simple questions that can be tested.</i>
	b) Pupils can plan an enquiry	<b>Suggest ways of answering a question.</b>	<i>Pupil can, with prompting, offer way of gathering evidence to answer a question.</i>	<i>Pupil can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application.</i>	<i>Pupil can suggest different ways of answering question.</i>
	c) Pupils can identify and manage variables				
Conducting Experiments	a) Pupils can use equipment to take measurements	<b>Make relevant observations.</b>	<i>Pupil can examine objects, when prompted.</i>	<i>Pupil can examine objects to note key features, e.g. observe growth of plants they have planted.</i>	<i>Pupil can examine carefully, e.g. using a hand lens.</i>
	b) Pupils explore how to improve the quality of data	<b>Conduct simple tests, with support.</b>	<i>Pupil can recognise a simple scientific test.</i>	<i>Pupil can, with support, conduct simple tests, e.g. comparing the properties of different materials.</i>	<i>Pupil can conduct simple tests.</i>
	c) Pupils understand the role of repeat readings				
Recording Evidence	a) Pupils record work with diagrams and label them	<b>With prompting, suggest how findings could be recorded</b>	<i>Pupil can recognise the purpose of an experiment.</i>	<i>Pupil can, with prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length.</i>	<i>Pupil can, with assistance, draw and label diagrams.</i>
	b) Pupils can display data using labelled diagrams, keys, tables and bar charts				
	c) Pupils can display data using line graphs				

Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships	<b>Recognise findings</b>	<i>Pupil can, with prompting, identify key findings from an enquiry.</i>	<i>Pupil can identify key findings from an enquiry, e.g. noting how plants have changed over time.</i>	<i>Pupil can identify and group key outcomes from an enquiry.</i>
	b) Pupils use displays and presentations to report on findings				
	c) Pupils explain confidence in findings				
Conclusions and	a) Pupils can analyse data	<b>Gather and record data</b>	<i>Pupil can collect data, when prompted.</i>	<i>Pupil can collect data, e.g. comparing and contrasting familiar plants.</i>	<i>Pupil can collect data relevant to the answering of questions.</i>
	b) Pupils can draw conclusions	<b>Use observations to suggest answers to questions</b>	<i>Pupil can with prompting, suggest answers to enquiry questions using data.</i>	<i>Pupil can suggest answers to enquiry questions using data, e.g. describe how to group plants.</i>	<i>Pupil can answer enquiry questions using data and ideas.</i>
	c) Pupils can develop investigation further				



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Planning	a) Pupils can ask questions	<b>Ask simple questions.</b>	<i>Pupil can, with prompting, ask simple questions that can be tested.</i>	<i>Pupil can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other.</i>	<i>Pupil can, with support, develop relevant, testable questions.</i>
	b) Pupils can plan an enquiry	<b>Recognise that questions can be answered in different ways.</b>	<i>Pupil can offer way of gathering evidence to answer a question.</i>	<i>Pupil can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes.</i>	<i>Pupil can plan enquiry, such as a comparative or fair test.</i>
	c) Pupils can identify and manage variables				
Conducting Experiments	a) Pupils can use equipment to take measurements	<b>Observe closely, using simple equipment.</b>	<i>Pupil can examine objects closely, e.g. pebbles.</i>	<i>Pupil can examine carefully, e.g. using a hand lens.</i>	<i>Pupil can observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length.</i>
	b) Pupils explore how to improve the quality of data	<b>Perform simple tests.</b>	<i>Pupil can, with support, conduct simple tests.</i>	<i>Pupil can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light.</i>	<i>Pupil can conduct a series of simple tests.</i>
	c) Pupils understand the role of repeat readings				
Recording Evidence	a) Pupils record work with diagrams and label them				
	b) Pupils can display data using labelled diagrams, keys, tables and bar charts	<b>Record and communicate their findings in a range of ways and begin to use simple scientific language.</b>	<i>Pupil can, with prompting, identify what might usefully be recorded.</i>	<i>Pupil can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb.</i>	<i>Pupil can, with prompting, draw and label diagrams.</i>
	c) Pupils can display data using line graphs				

Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships				
	b) Pupils use displays and presentations to report on findings	<b>Identify and classify.</b>	<i>Pupil can identify key findings from an enquiry.</i>	<i>Pupil can identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.</i>	<i>Pupil can, with prompting, suggest what an enquiry shows.</i>
	c) Pupils explain confidence in findings				
Conclusions and Predictions	a) Pupils can analyse data				
	b) Pupils can draw conclusions	<b>Gather and record data to help answer questions.</b>	<i>Pupil can collect data.</i>	<i>Pupil can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.</i>	<i>Pupil can recognise patterns that relate to scientific ideas, when prompted.</i>
	c) Pupils can develop investigation further	<b>Use their observations and ideas to suggest answers to questions.</b>	<i>Pupil can suggest answers to enquiry questions using data.</i>	<i>Pupil can answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications.</i>	<i>Pupil can, with support, use evidence to produce simple conclusion.</i>

## Science

### Knowledge Progression – Key Stage 1



Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
4b) Life exists in a variety of forms and goes through cycles – <b>Animals.</b>	<b>Notice that animals, including humans, have offspring which grow into adults</b>	<i>Recognise that all animals, including humans, have offspring.</i>	<i>Describe the relationship between adult animals and their offspring.</i>	<i>Compare and contrast adults and their offspring for different animals.</i>
	<b>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</b>	<i>Identify the basic needs of animals, including humans, for survival (water, food and air).</i>	<i>Identify human's basic needs.</i>	<i>Suggest how the basic needs of different animals influences their choice of habitat.</i>
5) The <b>human body</b> has a number of systems, each with its own function.	<b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</b>	<i>Describe each of the human senses.</i>	<i>Relate each of the human senses to organs.</i>	<i>Suggest how the senses are used in an activity such as eating.</i>
	<b>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</b>	<i>Recognise the importance to humans of exercise, diet and hygiene.</i>	<i>Describe the importance of a healthy diet and exercise.</i>	<i>Suggest effects of poor diet and hygiene.</i>



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Historical Knowledge	1. Constructing the past	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	Learner can identify relevant features of particular historical <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . <i>E.g. Recall some events and people associated with the Gunpowder Plot.</i>	Learner can briefly describe features of particular <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . <i>E.g. Retell the story of the Gunpowder Plot.</i>	Learner can explain a range of features covering <b>family, local, national</b> and <b>global history</b> and draw a range of conclusions. <i>E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.</i>
	2. Sequencing the past	Know where people and events fit within a chronological framework.	Learner can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of cooking in chronological order on a timeline.</i>	Learner can sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of cooking methods and foods to place on a timeline.</i>	Learner can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. <i>E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.</i>
		Develop awareness of the past, using common words and phrases relating to the passing of time.	Learner can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i>	Learner can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i>	Learner can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i>
Historical Concepts	3. Change and development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Learner can identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between early and modern aeroplanes.</i>	Learner can identify <b>independently</b> a range of similarities, differences and changes within a specific <b>time period</b> . <i>E.g. Recognise differences in aeroplanes from different decades.</i>	Learner can describe <b>independently</b> and accurately similarities, differences and changes both within and across <b>time periods</b> and topics. <i>Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.</i>



National Curriculum Objective		Key Stage 1
<b>Working artistically</b>	<b>Creatively explore and develop ideas</b>	<p>Use first hand observations of known objects to explore ideas.</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p> <p>Begin to think what materials best suit the task</p> <p>Try ideas out and change their minds.</p> <p>Experiment with an open mind</p> <p>Try out a range of materials and processes and recognise that they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use.</p>
	<b>Evaluate and analyse creative works.</b>	<p>Show interest in and describe what they think about the work of others</p> <p>Look at creative work and express clear preferences and give some reasons for these</p> <p>Recognise that ideas can be expressed through art work.</p> <p>Suggest ideas about what an artwork is trying to show.</p>
	<b>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</b>	<p>Describe the artwork of artists</p> <p>Use work of artists to create own pieces</p> <p>Compare their own art work against the artists' own.</p> <p><u>Artist ideas:</u></p> <p>Pablo Picasso (portraits)</p> <p>Richard Long's 'Mud Hand Circle'</p>

<p><b><i>Developing Skills &amp; Techniques</i></b></p>	<p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> <p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>	<p><b>Drawing / Mark making</b></p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p>	<p><b>Painting</b></p> <p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties</p> <p><u>Colour</u> Identify primary colours by name Mix primary shades and tones</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p>
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