



**Redbrook Hayes Community Primary School**

Connected Curriculum

Key Stage 1

Once Upon a Time

As **scientists** we will develop our skills in working scientifically through our study of Plants.

Through this unit we will learn to identify and name different plants, describe the basic structure of flowering plants and trees, compare things that are living, dead and things that have never been alive and finally, through planting our own 'beanstalks' we will observe how seeds grow into mature plants.



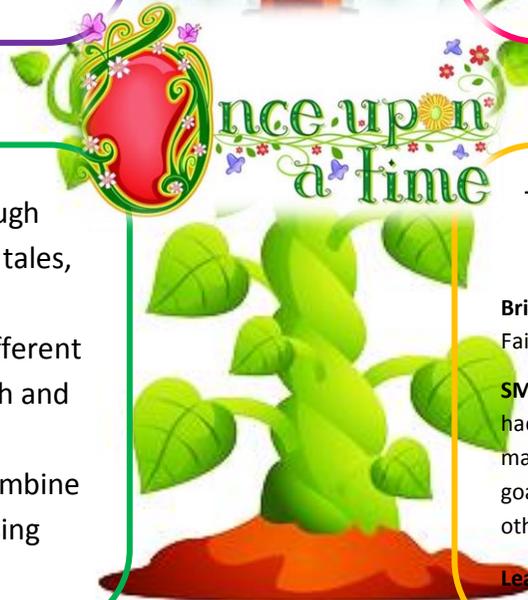
As **designers** we will develop our design, make and evaluate skills through two different projects.

First we will learn how to make and operate different mechanisms (levers and sliders) before designing and making our own pop-up story books.

Next we will learn how to build strong structures, experimenting with different materials to design and make the perfect home for the 3 little pigs which can't be blown down!

As **musicians** we will develop our listening skills through listening to classical music inspired by well-known fairy tales, for example Prokofiev's 'Peter and the Wolf' and Tchaikovsky's 'Sleeping Beauty Waltz'; exploring how different moods can be created using different instruments, pitch and tempo.

We will use this learning to help us create, select and combine sounds within our own compositions, carefully choosing instruments and ordering sounds to tell a story.



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

**British Values:** Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Other Faiths.

**SMSC:** Spiritual (Use art/music to express what I feel; talk about experiences I have had; talk about the amazing things in nature); Moral (find examples of people who made good choices; discuss moral problems); Social (work together to achieve a goal; identify when an action will upset others); Cultural (listen to stories from other cultures and traditions; join in with music from other cultures)

**Learning and Life Skills:** Working together, Think, Think Think!

**Other Opportunities:** Growing pumpkins (Science); Making puppets (D&T); Story maps (History); Measuring beanstalks (Maths); Design and bake gingerbread men (D&T); Being kind to others (PSHE); Actions and consequences (PSHE); Maps to grandma's house (Geography).

**Links to Literacy:** *Traditional Tales*, *The Jolly Postman* by Janet and Allan Ahlberg, *Goldilocks* by Allan Ahlberg, *Goldilocks and Just One Bear* by Leigh Hodgkinson, *Roald Dahl's Revolting Rhymes*, *The Runaway Chappati* by Susan Price, *Trust me – Jack's Beanstalk Stinks* by Eric Braun, *Honestly Red Riding Hood was Rotten* by Trisha Speed Shaskan, *Jack and the Jellybean Stalk* by Rachel Mortimer, *The Princess and the Pig* by Jonathan Emmett.

**Enhancement Opportunities:** Educational Visit – Westport Lake, Plantastic workshop, local visit – allotments. Invited visitors – Musicians.



	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				



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
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
2) <b>Habitats</b> provide living things with what they need	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</b>	<i>Find out one thing that plants need to grow and stay healthy.</i>	<i>Explore and identify what plants need to thrive.</i>	<i>Identify the effects of a shortage of each of the things that plants need to grow and stay healthy</i>
4a) Life exists in a variety of forms and goes through cycles – <b>plants.</b>	<b>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</b>	<i>Identify and name a limited range of plants.</i>	<i>Identify a range of local plants.</i>	<i>Identify and notice similarities between various local plants.</i>
	<b>Identify and describe the basic structure of a variety of common flowering plants, including trees</b>	<i>Identify and describe the basic structure of a common flowering plant.</i>	<i>Name parts of a range of familiar plants.</i>	<i>Identify and notice similarities in the structure of various local plants.</i>
	<b>Explore and compare the differences between things that are living, dead, and things that have never been alive.</b>	<i>Sort items into 'once living' and 'never lived'.</i>	<i>Compare and contrast a collection of items, sorting into categories: 'living', 'dead' and 'things that have never been alive'.</i>	<i>Research further examples to add to the categories: 'living', 'dead' and 'things that have never been alive'.</i>
	<b>Observe and describe how seeds and bulbs grow into mature plants</b>	<i>Identify that seeds and bulbs grow into mature plants.</i>	<i>Describe stages of development of a full grown plant.</i>	<i>Compare and contrast the growth patterns of different types of plants.</i>

Design and Technology  
Whole School Progression



Strand	Key Stage 1	Meeting Expectations
Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria	<p>Say what products they are designing and making</p> <p>Say whether their products are for themselves or other users</p> <p>Describe what their products are for (purpose)</p> <p>Say how their products will work</p> <p>Say how they will make their products suitable for their intended users</p> <p>Use simple given design criteria</p>
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<p>Generate ideas by drawing on their own experiences</p> <p>Use knowledge of existing products to help come up with ideas</p> <p>Develop and communicate ideas by talking and drawing.</p> <p>Model ideas by exploring materials, components and construction kits and by making templates and mockups</p> <p>Use information and communication technology, where appropriate, to develop and communicate their ideas</p>
Make	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	<p>Begin to select tools and materials;</p> <p>Use correct vocabulary to name and describe them</p> <p>Measure, cut and score with developing accuracy.</p> <p>Use hand tools safely and appropriately.</p>
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques as demonstrated by the teacher.</p>
Evaluate	Explore and evaluate a range of existing products	<p>Investigate existing products identifying what they like and dislike about them.</p>
	Evaluate their ideas and products against design criteria	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>
Technical Knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable	<p>Understand about the simple working characteristics of materials and components</p> <p>Understand that food ingredients should be combined according to their sensory characteristics</p> <p>Know the correct technical vocabulary for the projects they are undertaking</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable</p>
	Explore and use mechanisms [for example, levers, sliders, wheels and	<p>Explain how simple mechanisms including levers, sliders, wheels and axles work.</p> <p>Use simple mechanisms including levers, sliders, wheels and axels in products.</p>

axles], in their products

Adjust simple mechanisms to ensure that they work correctly within products.

Music  
Key Stage 1



National Curriculum Objective	Key Stage 1
<b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>	<p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.</p>
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	<p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p> <p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT)</p> <p>Create short musical patterns.</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea.</p>