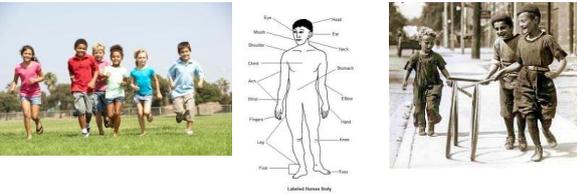
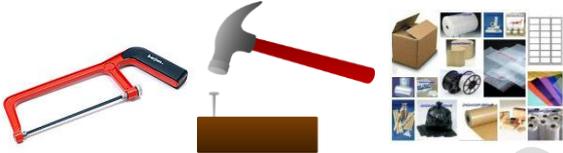
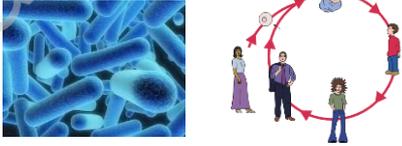
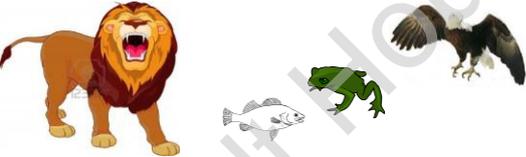
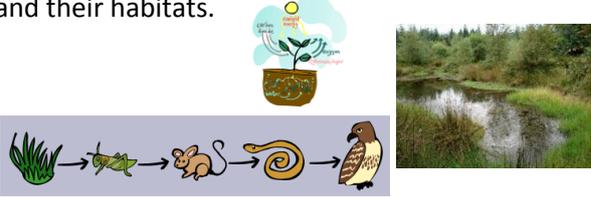


Delivering the New Curriculum

We have developed our own exciting topics to deliver the new curriculum. They are unique to Holt House – you won't find the same in any other school! This is an overview, followed by a sample plan.

Year 1	Year 2
<p>Where are We? A topic with a geography focus about our local area.</p> 	<p>Home and Away A topic with a geography focus, contrasting the United Kingdom with Pakistan.</p> 
<p>Busy Bodies A topic with a science focus about humans</p> 	<p>Abracadabra A topic with both Science and Design Technology foci about the uses of materials.</p> 
<p>Let's Make It! A topic with both Science and Design Technology foci about materials.</p> 	<p>Staying Alive A topic with a Science focus about the life processes of animals, including humans.</p> 
<p>Roar! A topic with a science focus about animals.</p> 	<p>Seaside Rescue A topic with both history and geography foci about the seaside.</p> 
<p>How Does Your Garden Grow? A topic with a science focus about plants</p> 	<p>Into the Wild! A topic with a science focus about living things and their habitats.</p> 
<p>Up, Up and Away A topic with a history focus about flight and aeroplanes</p> 	<p>Going Places A topic with a history focus about changes to transport.</p> 



Year 1: Where are We?

Autumn 1

<p style="text-align: center;"><u>Science</u></p> <p><i>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i></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>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	<p style="text-align: center;"><u>Geography</u></p> <p><i>Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom.</i></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: forest, hill, sea, river, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases and globes to identify the United Kingdom and its countries • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p style="text-align: center;"><u>History</u></p> <p><i>Pupils should be taught about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality. • Famous builder from Sheffield – steel maker • Comparing today and historical pictures 	<p style="text-align: center;"><u>Design and Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Taught through -</p> <ul style="list-style-type: none"> • Making area: design focus; drawing before making. • Skills: cutting, joining, choosing materials. • Links to local area; walks. • Shoebox models; inside rooms in our houses (houses from the local area)

	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes by making our favourite foods to take on a picnic to the park; select from a range of tools to chop, spread, stir
<p style="text-align: center;"><u>Art and Design</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use painting to develop and share their ideas, experiences and imagination by drawing what we have seen on our local walk (Joe Scarborough – Pete Mckee) • to develop a wide range of art and design techniques in using colour by colour mixing 	<p style="text-align: center;"><u>Computing</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions by using programmable toys – moving around a map of the local area • create and debug simple programs by using Espresso coding • use technology purposefully to create, organise, store, manipulate and retrieve digital content by logging on and finding programmes such as Fresco and Espresso
<p style="text-align: center;"><u>Music</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p style="text-align: center;"><u>Physical Education</u></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (Developing balance (starting on mats and progressing to benches))
<p style="text-align: center;"><u>Religious Education</u></p> <p>Eid, harvest (and see agreed syllabus for RE)</p>	<p style="text-align: center;"><u>Personal, Social and Health Education</u></p> <p>New beginnings</p> <p>Children will be taught: (context in bold)</p> <ul style="list-style-type: none"> • to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; circle time games, modelling of good behaviour in learning areas. • to share their opinions on things that matter to them and explain their views; circle time games • to recognise, name and deal with feelings in a positive way; stories that show a person dealing with an event in two different ways. • to think about themselves, learn from their experiences and recognise what they are good at; circle time activities; sharing of own experiences. • how to set simple goals; aims for Year 1 • to take part in discussions with one other person and with the whole class; circle time games • to recognise choices they can make, and the difference between right and wrong; sharing of own experiences (often taught through incident which may happen in school e.g. ‘What would you do if you saw someone breaking pens?’) • to agree and follow rules for their group and classroom, and understand how rules help them; establishing class rules • to realise that people have needs, and that they have responsibilities to meet them; class rules (what do we need to be happy and safe at school?) • that they belong to various groups and communities, such as family and school; circle time activities and games. • to contribute to the life of the class and the school; year group assembly discussions.