



# Mithian School Curriculum

## History /Geography

(previous year's learning) in EYFS

"Describe their immediate environment using knowledge from observation, discussion, stories, fiction and non-fiction texts and maps." (Understanding the World ELG)

(Simple mapping of walk to local beach. Awareness of Cornwall and Britain's place in the world, linked to addresses, looking at a basic globe. Referencing continents and showing these on globe, when they occur in stories, topics etc throughout year.)

### INTENT

1. Name and locate the world's seven continents and five oceans.
2. Use world maps, atlases and globes to identify the continents and oceans
3. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
4. Use basic geographical vocabulary.

### Sequence of learning

The seven continents:

Antarctica, Africa, Asia, Europe, North America,

Oceania and South America.

The five oceans:

Atlantic, Arctic, Indian, Pacific and Southern.

The world is made up of many countries. The countries can be grouped into continents.

The large amounts of water between each continent are called oceans.

Some of the continents are joined by land. Others are separated by oceans.

Human features are made by people.

Physical features are created by nature.

1. Where in the world am I?
2. Where are the world's continents?
3. Where are the world's oceans?
4. How can I show the continents and oceans on a map?
5. What are the main features of each continent?
6. What is special about each continent?

### Outcome/Composite

To be able to...identify the similarities and differences between each continent of the world.

## Science

(previous year's learning) in EYFS

"Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function." (Expressive Arts and Design, ELG)

(Exploring and recognising natural/manmade materials throughout the year via art work and topics generally eg: beach art, designing teddies. Origins of metal, wood, plastic and fabrics, in simple terms.)

### INTENT

1. Distinguish between an object and the material from which it is made.
2. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock,
3. Describe the simple physical properties of a variety of everyday materials.
4. Compare and group together a variety of everyday materials based on their simple properties

### Sequence of learning CHEMISTRY: EVERYDAY MATERIALS

1. There are many different materials that have different describable and measurable properties.
2. Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).
3. The properties of a material determine whether they are suitable for a purpose.

Which materials are the most flexible?

Which materials are the most absorbent?

We need to choose a material to make an umbrella. Which materials are waterproof?

What happens to materials overtime if we bury them in the ground?

What happens to shaving foam over time?

Is there a pattern in the types of materials that are used to make objects in a school?

How are bricks made?

Which materials can be recycled?

What are the things I use made from?

### Outcome/Composite

To be able to... explain what the things I use are made from.

## Art and Design / Design and Technology

(previous year's learning) in EYFS

"Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function." "Share their creations, explaining the process they have used." (Expressive Arts and Design, ELG)

(Junk modelling opportunities as part of child-initiated Continuous Provision throughout the year. Designing a teddy and considering appropriate materials etc.)

### INTENT

1. Design, decorate and build a windmill for their mouse client to live in,
2. Developing an understanding of different types of windmill, how they work and their key features.

### Sequence of learning STRUCTURES: Constructing Windmills

1. Learn the importance of a clear design criteria
2. Include individual preferences and requirements in a design
3. Make stable structures from card, tape and glue
4. Learn how to turn 2D nets into 3D structures
5. Follow instructions to cut and assemble the supporting structure of a windmill
6. Make functioning turbines and axles which are assembled into a main supporting structure
7. Understand that the shape of materials can be changed to improve the strength and stiffness of structures
8. Understand that cylinders are a strong type of structure
9. Understand that axles are used in structures and mechanisms to make parts turn in a circle
10. Begin to understand that different structures are used for different purposes
11. Know that a structure is something that has been made and put together.

### Outcome/Composite

To be able to...design, decorate and build a windmill.

## Computing

(previous year's learning) in EYFS

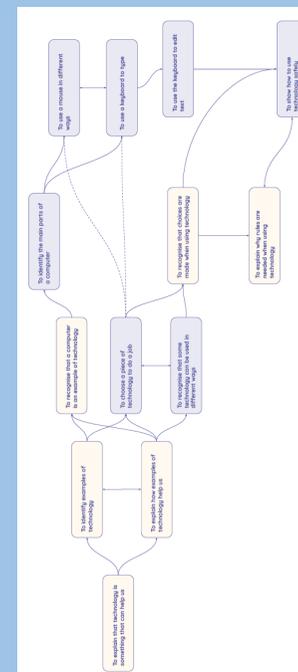
"ICT is no longer part of Development Matters but we believe, "ICT should be looked at holistically across all areas of learning as it is an integral part of children's everyday lives." (Craner - I EYFS advice <https://app.craner.co.uk/topics/ict-early-years/indepth>)

Using a range of toys and equipment, from push-button cause and effect toys, weighing scales, etc to battery operated car etc to iPad apps and digital cameras to record something they have made or achieved,

### INTENT

1. Pupils understand how technology can help them
2. Pupils become more familiar with computer components
3. Pupils develop keyboard and mouse skills
4. Pupils start to consider how to use technology responsibly

### Sequence of learning Right click here, press 'open hyperlink'



### Outcome/Composite

To be able to...

## Physical Education

(previous year's learning) in EYFS

"Negotiate space and obstacles safely with consideration for themselves and others." "Demonstrate strength, balance and coordination when playing." "Move energetically, such as running, jumping, dancing, hopping, skipping and climbing." (Physical Development, ELG.) We follow the Jasmine Real PE Reception programme.

### INTENT

1. To follow instructions, practice safely and work on simple tasks by myself
2. To try several times and if I don't succeed I can ask for help.
3. I know where I am with my learning and have started to challenge myself.

### Sequence of learning JASMINE—Personal

1. Co ordination footwork
2. Co ordination footwork
3. Co ordination footwork
4. Static one leg balance
5. Static One leg Balance
6. Static One leg balance

Power of PE.

GYMNASTICS Y1 unit

1. Understand how to balance using a 3 point balance
2. Introduce 4 point balances and develop the amount of time we can balance for use key vocabulary and begin to develop sequences.
3. Introduce 1 and 2 point balances
4. Begin to develop patch balance skills and construct a patch routine.
5. explore ways of travelling.
6. create a travelling routine on the apparatus.

### Outcome/Composite

To be able to skip, hop scotch forwards and backwards on both legs and side step with a turn with fluency and control.

I can understand what a balance is and begin to hold balances in gymnastics with control.

## Reading Opportunities:



# Mithian School Curriculum

## Autumn 1<sup>st</sup> Half Term Sequence – Year A Year 1 and 2

### PSHE

(previous year's learning) in EYFS

*"Work and play cooperatively and take turns with others."* *"Explain the reasons for rules, know right from wrong and try to behave accordingly."* *"Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly."* (PSED, ELG.)

Ongoing opportunities throughout the year, intrinsic to everyday practice, where children are supported to understand and follow class rules and expectations, and build positive relationships. Children are introduced to key adults in the school early in the school year and know what to do to get help.

### INTENT

1. To develop positive relationships and behaviours in school
2. To understand and know what to do in an emergency

### Sequence of learning

#### Living in the wider world: welcome to school

1. Explain what positive behaviour is and why it is important
2. Understand how rules can keep us safe
3. Identify who the adults are in school and how they help us

#### Health: Emergencies and Getting Help

1. Safely get help in an emergency, including calling 999
2. Care for themselves and others

### Outcome/Composite

To be able to... explain who to go to for help and what to do in an emergency.

### Religious Education

(previous year's learning) in EYFS

*"Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world."* *"Retell stories, talking about what they say about the world, God, human beings."* *"Think about the wonders of the natural world, expressing ideas and feelings."* *"Say how and when Christians like to thank their Creator."* (Cornwall agreed RE syllabus)

This is a syllabus unit that is covered in the Autumn Term.

### INTENT

**Make sense of belief:** 1. Retell the story of creation from Genesis 1:1–2.3 simply. 2. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. 3. Say what the story tells Christians about God, Creation and the world. **Understand the impact:** 4. Give at least one example of what Christians do to say thank you to God for Creation.

**Make connections:** 5. Think, talk and ask questions about living in an amazing. 6. Give a reason for the ideas they have and the connections.

### Sequence of learning

1.2 CREATION: Who Made the World? Harvest

Experience nature. What do they see and how they feel?

- Explore the idea that created things have creators. Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1.

Answer the key question: Who do Christians say made the world? • Talk about: if Christians believe God made the world, what should they do? Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator.

- Make links with grace before meals • Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what are you grateful for and who could you thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Write some 'thank you' comments • What questions would you ask about living in an amazing world. If there was a Creator and worldmaker you could ask, what questions would you ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.

### Outcome/Composite

To be able to...explain who Christians think made the world.

### Music

(previous year's learning) in EYFS

*"Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music."* (Expressive Arts and Design, ELG.)

We follow the Rainbow Pond curriculum (Cornwall Music Education Hub) throughout the year. Pulse and beat are explored using percussion instruments and their own claps and body actions. The children play collaboratively as part of a group, and get the chance to copy simple rhythms and create and perform their own to the group.

### INTENT

1. To know every piece of music has a pulse or beat.

### Sequence of learning

#### Introducing Beat

How can we make friends when we sing together?

Step	Activity 1: Mainship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1 Baseline Quiz Option 2 Understanding Music Option 3 Improvise Together	Find The Beat	Find The Beat	N/A	N/A	Perform and share what has taken place in the lesson
2	Option 1 Understanding Music Option 2 Improvise Together	1:2-3-4-5	1:2-3-4-5	Play instrumental parts	Options: - Improvise Together - Improvise with the Song Options: - Compose with the Song - Create a Graphic Score - Musical Up And Down Journey	Perform and share what has taken place in the lesson
3	Option 1 Understanding Music Option 2 Improvise Together	Head, Shoulders, Knees And Toes	Head, Shoulders, Knees and Toes	N/A	N/A	Perform and share what has taken place in the lesson
4	Option 1 Understanding Music Option 2 Improvise Together	Shapes	Shapes	Play instrumental parts	Options: - Improvise Together - Improvise with the Song Options: - Compose with the Song - Create a Graphic Score Animals	Perform and share what has taken place in the lesson
5	Option 1 Understanding Music Option 2 Improvise Together	We Talk To Animals	We Talk To Animals	N/A	N/A	Perform and share what has taken place in the lesson
6	Option 1 Understanding Music Option 2 Improvise Together Option 3 Theory Quiz	We Are Together and Bando Alla Turca	We Are Together or revisit a song of your choice	Play instrumental parts with your chosen song, if available	Option to revisit Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert

### Outcome/Composite

To be able to... sing, clap or play a steady beat.

### MFL

(previous year's learning) in EYFS

### INTENT

- 1.
- 2.
- 3.

### Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Outcome/Composite

To be able to...

(previous year's learning)

### INTENT

- 1.
- 2.
- 3.

### Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Outcome/Composite

To be able to...

## Reading Opportunities: