



Learning Question: 'How does colour make our world?'

General guidance: also see 'Guide to Planning and Teaching Using the Learning Toolbox'; suggestions here have developed from staff and pupil ideas through reviews and other discussions – this is not a final document but will need to grow and adapt over time with experience.

This document is to be use alongside the KCA assessment and learning schemes for Numeracy and Literacy to help you plan the learning and ensure rigor in the teaching of Mathematics and English.

This is a '**Learn from an Expert**' learning project. In this instance it is supported by student artists from CSM.

Working with artists:

- There is great potential value in working as a teacher alongside practising artists.
- You are the teacher – artists bring their artistic skills and experience but are not trained teachers.
- The project needs to follow the same steps as any other learning project i.e. initial experience, children involved in planning using the Learning Toolbox.
- In pulling the planning together, the teacher and the artists will need to collaborate and possibly compromise their ideas in order to come up with something that neither would have done alone.
- The artist brings knowledge and expertise in different media – this will be

How to approach the Learning Question:

- This is very open-ended and could lead off in many different directions. You can incorporate the ideas of children and artists to create a rich, exciting project.
- As a baseline, find out what the children think about colour at the start. Do they have rich concepts of colour (fine distinctions between different tints and tones) or just big colour categories like 'blue' and 'red'? Can we be more specific e.g. 'reddish-brown leaves'?
- Above all, this is about looking at the world around us and noticing colour. Do we all see colour in the same way? How do we know? These are philosophical and scientific questions that are worth thinking about, though we wouldn't expect to have definite answers.
- It will probably explore emotions and how colours make you feel; it will connect with artists like Matisse (history) who made strong use of colour.
- It would be worth thinking about a world without colour or what it would be like to be colour-blind (check whether any children are in fact colour-blind).

Assessment:

- Once the main learning tools have been selected for the project, discuss with the children how they will know if they have used them well and what skills they need e.g. 'We need to interview an artist. Let's think about what makes a good interview (e.g. active listening, preparing questions, recording responses) and what skills we need to practise (e.g. note-taking).' Also discuss how to capture examples of each tool (e.g. film interview

confirmed with CSM prior to the start of term.

- Although one of our main aims is to involve children in planning their own learning using the Toolbox, it is also ok for the teacher and artist to make decisions about what will work best e.g. which piece of art work to make or what kind of presentation to prepare.
- Teachers will need to communicate with the experts e.g. setting up planning time, reviewing progress, checking or ordering resources.
- Use sketchbook to 'collect' colours from the environment.
- Compare black and white and colour photos.
- Study texts using colour description to create settings, moods & characters.

Initial experience:

- Keep it very open at this stage: e.g. walk in Lewis Cubbitt park; looking at the school environment; looking at the sky; look at colour in the home; in the canal water; looking at colours of foods, flowers etc. Use photos, sketching & notes to record observations, ideas & questions.

The Learning Toolbox (LT):

- For Year 1, the priority is to introduce the idea of learning taking place in different ways (they should be used to the 6 areas of learning from the classroom organisation in the Foundation Stage).
- Initially, the language of the LT will be novel but with support e.g. classroom display of the LT, adults using the LT language and modelling, the children will develop understanding of what Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning mean in practice.
- Notice and draw attention to the Toolsets *during* the learning e.g. 'Those questions showed great Thinking,' 'When you tried a different way to solve that maths problem, that was creative.'
- In planning the project with the children, you will need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – the children won't be used to them e.g. for Communication, ask

recorded on an I-pad).

- Highlight the tools selected on the IWB Toolbox and make notes – save for future reference.
- During the project, ensure that there are opportunities for reflection, discussion and journal entries during learning and at the end of particular sections of learning e.g. talking to a learning partner about how well we communicated.
- Use the Toolsets as starting points for thinking about how well the learning went e.g. 'People found the questions I asked today interesting – this shows I am thinking well.'
- Written teacher comments should be **developmental** (next steps) & **address misconceptions**.

Timings/timetables:

- Time can be devoted to the different subjects according to what is appropriate for the learning and realistic e.g. Geography in this project could be one session a week for three weeks on mapping (using the skills already built up by the children in the 'Where do I live?' project in Reception class).
- What matters is whether the children achieve valuable learning outcomes in every subject, not how much time is spent. However, learning in depth requires sufficient time so judgements need to be made carefully. In order for a balanced curriculum, choices will have to be made about what the learning priority is for the children at any given time.
- Maximising project-based Mathematics and English and linking subjects where appropriate reduces time pressure.
- Ensure your weekly timetable has a good balance across the Toolbox.

Resources:

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders, monitors etc. Regularly check that resources are complete and in good condition. Create a culture in which everyone looks after the classroom and recognises that the resources are there to support everyone's learning.
- **Central stores:** think through and check the resources needed well ahead of the lesson – if there are crucial resource gaps, see the relevant Learning

'Who might we need to talk to about colour?'

Evaluation:

- Periodically, the teacher needs to reflect on the general progress of the project with the children, expert and year group partner teacher. Again, use the Learning Toolbox as a structure and record thoughts in the Learning Journal. Return to IWB flipcharts and add further notes.

Learning Presentations:

- Plan the purpose, type, timing and audience at the start of the project with the children. The focus is on sharing the **process** and **products** of learning.
- Presentations of learning can be during the project rather than at the end. You could elicit the audience's suggestions as to how to continue the project.

Other mini-projects:

- **Poetry performance project:** the week before half term. Each year group selects a poem for performance. Once the children have learnt the poem by heart, the focus should be on bringing the poem to life through vocal expression, variety, actions, movements etc. *Success criteria for the performance:* audible and clear; captures the interest of the audience; all children actively involved.
- **Christmas project:** learning question: 'Why is light important at Christmas?' to be explored as part of the main learning project. This will culminate in a learning presentation to the parents towards the end of term. This does not have to be a large-scale production – it can simply present the learning in an interesting and engaging way e.g. using an art form (dance, drama, narrative writing) to show the children's ideas and feelings about light.

Leader. Collect your resources before the lesson and return them as soon as you no longer need them. If resources are lost or damaged, inform the relevant Learning Leader.

- **Internet and VLE:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the Internet use and 'Netiquette' Policy – promote safe use but children need as much access as possible.
- **Camden Library Service:** there is a wide range of artefacts and topic-related books that can enrich a project. We are developing a centralised system through the office so that book and artefact loans linked to projects are automatically ordered. If you have particular requests, you need to speak to Michele Gordon.
- **Trips and visits:** these are to enrich children's experience and stimulate thinking. They provide collaborative opportunities for observation, gathering information, note-taking, photography, sketching, interviewing etc. If the visit is at the start of a learning project, this should be seen as a stimulus to thinking – the initial experience should still leave room for children to come up with their own ideas and questions. Trips and visits need to be planned to lead to purposeful learning activities in the classroom. Children need to learn to communicate their findings from trips through blogs, journals, assembly presentations, leaflets, displays etc. Every learning project benefits from at least one visit outside the school, whether it is geographical fieldwork, historical research on local buildings, making a collection of environmental colours or a visit to a specific exhibition or museum.

Possible Trips for this term:

- Visit the roof garden of PRS to look at the 'colour of London'
- Skip Garden/Camley Street to look at the Autumn colours in nature
- House of Illustration visit to look at the colours used in a particular exhibition

	<ul style="list-style-type: none"> St Pauls Cathedral to look at the 'Jesus Light of the World' painting for the Christmas project
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LEARNING PROJECTS	GUIDANCE
ENGLISH – COMMUNICATION LEADER	
<p>Labels, lists and captions: skills can be developed through the project e.g. lists of colours, labels for the bulbs (see Science), captions for photos or for work uploaded onto the Virtual Toolbox. There is no need for discrete lessons as these can be addressed in context within the learning project.</p> <p>Autumn 1 Narrative – Stories with Familiar Settings: Focus on 'Beegu' – Alexis Deacon – 'Power of Reading' (previous reading that might influence this project – 'Toys in Space' used in Reception class).</p> <p>Possible link to project: explore Beegu's experience of colour and feelings; write similar settings with particular colour features e.g. no colour, limited colours, extravagant colours; imagine Beegu's world in space – what kinds of colours might it have?</p> <p>Information texts: explored within the learning project e.g. Science and History</p> <p>Science: texts about light and dark, electricity, shadows etc</p> <p>History: texts about painters and painting, artists, Matisse etc.</p> <p>Narrative and Poetry - Stories with predictable and patterned language/Poetry</p> <p>Autumn 2 Focus on: 'The Owl and the Pussy Cat' –</p>	<p>General:</p> <ul style="list-style-type: none"> You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking & listening across the curriculum. Every day, whether discretely or part of the learning project, there should be some shared reading or writing, guided reading or writing and some independent reading or writing activities. There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders; phonic passports allow children and parents to get a sense of and celebrate their own progress. 'Power of Reading' and 'Book Power': some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading/Book Power to the learning project. 'Power of Reading and Book Power' are a bank of ideas and are for guidance only and should be used alongside the learning and assessment schemes. Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher's own writing as well as books. <p>Discrete:</p> <ul style="list-style-type: none"> Skills & knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily. Phonics and Spelling: you will need to practise phonics (Letters and Sounds Scheme) and explore word families and other features of spelling and word use. It is vital that this is <i>applied</i> in children's reading and writing. Reading: there need to be times when children choose their own texts to read. Classroom libraries offer the opportunity for children to take responsibility for their own reading choices both for reading in school and as part of PACT. Book marks provide guidance for parents on supporting their child's reading at home. 20 minutes sustained silent reading daily (PACT book) provides an opportunity for the adults to assess reading skills and manage PACT (track books etc). It is essential that PACT folders are brought in every day.

Edward Lear & Louise Voce.

This has a link with the project – ‘pea-green’ – that can be extended in to an exploration of colour words and distinctions e.g. look at peas and compare to other sorts of green: leaf-green, sea-green etc. Choose some poems to explore e.g. from The Puffin Book of Fantastic First Poems – editor June Crebbin e.g. The Dark, p.106. You could also find or write other poems that explore colour or light.

Whole school poetry performance event before autumn half-term: your choice of poem should relate in some way to the texts children have been reading or the learning project (for guidance on the competition see page 3 for more details)

- **Writing:** some extended writing opportunities come from Power of Reading / Book Power some will come from non-project activities e.g. reports on events, book reviews or personal narratives of their own choice.
- **Spelling:** See The National Curriculum appendix 1
- **SPG:** See the Academy scheme for Punctuation and Grammar. At every opportunity SPG should be taught within a real context i.e. in a purposeful writing activity.

Project-based:

- **Phonics and spelling:** Any reading and writing within the project is an opportunity to apply knowledge and skills (phonics, spelling) – children need to be reminded or supported to do this.
- **Reading:** shared and individual reading using project-related texts is an opportunity for exploration at text, sentence and word level. This helps children to apply the sub-skills.
- **Writing:** project-related writing should address different genres with a focus on both **accessibility** (spelling, grammar, handwriting, basic sense making, etc) and **impact** (purpose, interest, structure etc). All subject areas are opportunities for extended writing; keep the focus on what makes quality writing whatever the context or purpose e.g. writing about a light investigation in science or explaining your understanding of light as a symbol in RE.

Resources:

- **Classroom books:** each class has a set of texts allocated that is recorded on the central system. Further texts can be selected from the library by the teacher to boost the class stock during the year – at least every half term – these must be processed on the system.
- **Library books:** Children can also choose individual books through a periodic visit to the school library as a class but these must be processed on the system. Children must not be unsupervised in the library.
- **Camden Library:** fortnightly scheduled visits for Nursery to Year 5.
- **Reading Areas:** every class needs an attractive, well-organised reading area to promote the enjoyment of reading. Class librarians should be trained to maintain this area. It should be used e.g. during individual reading time or guided reading etc.
- **‘Power of Reading / ‘Book Power’ books:** these are stored in the central resource next to the staffroom and must be processed and returned - they must not go home.
- **Every class should have:** ‘Power of Reading’ / ‘Book Power’ guidance book; Letters and Sounds; Grammar for Writing; Spelling Bank; Y2-3 Exemplification for Spelling; Guided Reading Folder; Writing APP folder, Assessment folders.
- **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs

to on every group's table and maintained by the children.

MATHEMATICS – THINKING LEADER

Colour can be explored in each strand of mathematics:

Counting and understanding number:

- Grouping and comparing by colour e.g. Compare bears;
- Colour sequences using beads, cubes or pegs. How can we explore colour sequences? How many different ways can 2, 3, 4 etc different coloured beads be set out? Is there a pattern?

Number facts:

- Use coloured Numicon, unifix and Cuisenaire to show number bonds;
- Colour different multiples on a number track or number square.

Calculating:

- Using coloured counting apparatus e.g. Cuisenaire, multilink (show that three rows of $2 = 6$ with a different colour for each row).

Understanding shape:

- Colour lends itself to exploring space e.g. different faces on a cube, blocks of colour on maps, Logiblocks.
- Using pegboards to explore shapes (regions coloured differently to show how two triangles can make a rectangle etc).

General:

- You do not need an hour-long, discrete Mathematics lesson every day – you do need a balance of skill development and practice, oral and mental maths, problem-solving, investigations and maths across the curriculum. There needs to be a balance across the seven strands: using and applying maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data.
- The **Learning and Assessment Scheme** provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the scheme must be seen as a starting point and resource rather than a strait jacket.
- Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital.
- Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings.
- Puzzles, games and challenges are motivating, can be chosen to reinforce particular skills and knowledge and allow for collaborative learning (e.g. Skemp's mathematical games).
- Look at the current unit within the scheme; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful. Use the learning project medium planner to plan out the half terms learning.
- Written teacher comments in books should focus on **developmental advice** (next steps) and address any **ongoing misconceptions**.

Skill development/practice:

- Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school or home environment as a context e.g. sorting resources, grouping children etc. or find cross-curricular opportunities to apply skills e.g. measurement in Science and cookery.
- Mental and oral starters should be focused (5-10 minutes) and active.
- Mental and oral maths can be used to: rehearse skills; recall knowledge; refresh previous learning; refine methods and procedures; read vocabulary, symbols etc; reason with evidence.
- Recording: there should be a range of types of recording, not just 'sums'. There needs to be **self and peer assessment** and notes alongside the maths.

<p>Measuring:</p> <ul style="list-style-type: none"> ▪ Comparing mass, height of different Compare Bears. ▪ Using Cuisenaire rods to measure; ▪ Comparing different coloured liquids. <p>Handling Data:</p> <ul style="list-style-type: none"> ▪ Collect body colour data: eyes, hair, skin etc; favourite colours; ▪ Looking at use of colour in presenting data e.g. bar charts. <p>For maths outside of the project use the Maths Learning and Assessment scheme.</p>	<ul style="list-style-type: none"> ▪ Skill development and practice is recorded usually in the squared books (though sometimes calculations should be carried out on plain paper so that children are required to use their understanding of place value!). <p>Problem-solving/enquiry:</p> <ul style="list-style-type: none"> ▪ All mathematics can be explored through collaborative problem-solving and enquiry. ▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other’s thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher. ▪ Recording: the process of the enquiry should be clear from the recording; children’s thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment. ▪ Problem solving and enquiry is recorded usually in plain books. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Classroom resources for mental work: number fans, flip-flops, counting stick, place value cards, number lines, whiteboards, are all essential interactive resources for oral and mental work. They should be used regularly, varying approaches. Children should become used to using these resources efficiently and thoughtfully. ▪ Other resources need to be accessible, labelled (words and pictures) and well-organised: multilink, unifix, various sorting objects, set loops, compare bears, calculators, small and large dice, 2D and 3D shapes, money, rulers etc. ▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc.
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SCIENCE – PHYSICAL LEADER	
<p>Autumn 1</p> <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Growing at King’s Cross Academy:</p> <ul style="list-style-type: none"> • To relate life processes to plants found in the local environment • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (skip garden, around the KX estate) • use the ‘Skip Garden’ plan to grow flowers for in the school environment <p>Autumn 2</p> <p>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ distinguish between an object and the 	<p>General: Skill and knowledge development:</p> <ul style="list-style-type: none"> ▪ Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or home environment as a context e.g. materials in the school, growing etc. or find cross-curricular opportunities to apply skills e.g. knowledge of light in growing. ▪ Shorter sessions can introduce children to specific scientific skills e.g. observing using a magnifier. The need for careful recording of observations (drawings, photos, diagrams, measurements, notes and descriptions etc) can be emphasised as well as careful and accurate use of scientific vocabulary. ▪ Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience. ▪ Recording: focus on children’s scientific thinking rather than just factual information. Science should be recorded in the Project Book. ▪ <p>Working Scientifically</p> <ul style="list-style-type: none"> ▪ Science needs to be mainly taught through investigation and enquiry (Sc1). ▪ The investigative cycle: Question, Plan and Investigation, Prediction/Hypothesis, Obtain and present evidence, Consider evidence, Evaluate ▪ Children should have the opportunity to go through the entire cycle at least once a term. ▪ Parts of the cycle can be developed separately e.g. drawing conclusions from data provided by the teacher; generating possible questions; planning possible fair tests etc. ▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other’s thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher. ▪ Recording: the process of the enquiry should be clear from the recording; children’s thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment. <p>Growing:</p>

<p>material from which it is made</p> <ul style="list-style-type: none"> ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> ▪ During the year, your year group is responsible for maintaining a planter on the play platform / skip garden. This will involve planting, watering and tending flowering plants e.g. bulbs such as daffodils, snowdrops etc. ▪ Before planting bulbs, children should observe them (drawing, photo, measuring, labelled diagram etc); they should predict when they think the bulbs will show signs of growth; discuss how to plant the bulbs; create labels for the bulbs. ▪ You will need to have a group of gardeners to plant the bulbs either with the teacher or TA. ▪ Every few weeks, a group of gardeners can check on the bulbs and report their findings to the whole class. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Classroom resources for scientific work: hand lenses, magnifiers, microscope, containers, sorting trays. Children should have access to some scientific, especially observational, equipment at all times. ▪ Central resources: force meters, data logging equipment, pooters, pipettes, beakers, mirrors, lenses, prisms, light-box, torches, electrical apparatus, anatomy models, teeth hygiene materials, varied materials, ramps etc. Some non-fiction books available in the library and from the Camden Library Service.
COMPUTING – CREATIVE LEADER	
<p>Sensing and Monitoring How does colour make our world?</p> <p style="text-align: center;">Autumn 1: Control</p> <p>Use a BeeBot to explore control, covering the key skills and success criteria below:</p> <ul style="list-style-type: none"> ▪ understand that there are many machines that we can control ▪ can play with a control toy to see what happens ▪ can follow instructions to move around a 	<p>General:</p> <ul style="list-style-type: none"> ▪ Specific skills outlined in the ICT scheme should be applied in other curriculum areas/projects. The ICT suite should be used for a minimum of 45 minutes per week in KS1 and 60 minutes in KS2 (outlined in the ICT timetable). Further time in the suite can be booked using the ICT diary available online. <p>ICT learning at King’s Cross Academy focuses on the following key skills:</p> <ul style="list-style-type: none"> ▪ Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, VLE) ▪ Designing, developing, exploring and evaluating models of real and imaginary situations (e.g CD ROMS, internet sites, blogs) ▪ Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo) ▪ Making informed judgements about ICT applications and information presented through use of ICT. ▪ Exploring attitudes and giving views towards ICT.

course

- can create a series of instructions to move my classmates around a course
- can explore what happens when individual buttons are pressed on a robot or control toy
- can control a 'Bee-Bot', 'Roamer' or similar toy by pressing buttons to make it move around a course or grid
- can guess what will happen when I press certain buttons.

Autumn 2: Internet Literacy & E-Safety

Talk about being safe on the internet, explore how we should use caution when trusting websites. Send emails and use the VLE, covering the key skills and success criteria below:

Online Research

- Use simple navigation skills e.g. opening a teacher selected website from a favourite's link or shortcut.
- Make choices by clicking buttons on a webpage, navigate forward and back using arrows on a browser.
- Talk about their use of ICT and other methods to find information (internet or book) and how ICT can give access quickly to a wide variety of resources.
- Begin to evaluate web sites by giving opinions about preferred or most useful sites.

- **ICT as a cross-curricular tool**
 - Learners at King's Cross Academy should apply ICT capability to support and enhance their learning across the curriculum.
 - Through continuous access to well-organised ICT, learners at King's Cross Academy can choose to use ICT to assist their learning at any time, just as they might switch on a light when needed.
 - Teachers must plan opportunities for learners to make informed decisions on the best ICT for a particular learning task.
 - Learners must have opportunities for learning collaboratively using ICT. The IWB, a classroom computer, digital cameras and other technology should be used as tools to support collaborative learning in almost every lesson.
- **Health and E- Safety**
 - It is the responsibility of staff and children at King's Cross Academy to know and follow the rules for computer and Internet use.
 - Follow the e-safety scheme and apply the 'Netiquette' rules at all times.
- **Moving towards the future – the VLE and the Virtual Learning Toolbox:**
 - Staff must promote a positive, forward-looking attitude to ICT. Every learner including staff to have a personal web space as part of the VLE. The VLE aids communication & helps make connections across the learning community.
 - Virtual Toolbox: examples of effective learning using the tools in the Learning Toolbox will be collected and uploaded to the Virtual Toolbox. This will provide an invaluable bank of exemplars to help children assess their own learning skills and to select learning tools during the planning phase. The Virtual Toolbox communicates our view of effective learning to parents.
- **Resources:**
 - Classroom resources for ICT: it is essential that every class has the capacity to capture learning for assessment and for the Virtual Toolbox. Children need access to a digital camera, digital video and recording equipment. Control technology (beebots, Roamers etc) should be available in Foundation and KS1. IWBs are to be used by children during group work rather than just as a presentation tool.
 - Central resources: lap-tops; Suite: PCs, IWB, e-microscopes, scanner; dataloggers (Science), visualisers.

<ul style="list-style-type: none"> ▪ Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe. ▪ Know how to minimise a screen, or activate any special screen ‘protection’ such as Hector protector, if they see something inappropriate on a website AND tell a trusted adult. <p>Online Communication & Collaboration</p> <ul style="list-style-type: none"> ▪ Know that email is a way to send and receive messages, which is different to sending a letter. ▪ Participate in the sending of class emails. ▪ Understand the need for an email address. ▪ Understand that passwords should be kept private. ▪ Know that online communication is not always confidential and that it can be monitored. ▪ Add ideas to a forum on school VLE, supported by an adult. <p>Online Publishing</p> <ul style="list-style-type: none"> ▪ Learn to respect the work of others stored on a shared drive of a network or presented online. ▪ Participate in the creation / publishing of information on the school VLE. ▪ Understand that they are publishing work to the VLE to share with family. 	
PHYSICAL EDUCATION – PHYSICAL LEADER	
<i>How can the use of colour in dance contribute to developing our creative skills?</i>	<p>General:</p> <ul style="list-style-type: none"> ▪ In P.E., children develop their knowledge, understanding and skills through activities that involve

<p>1st half: Games – travel with, send and receive a ball and other equipment in different ways.</p> <p>Dance – use movement imaginatively, responding to stimuli, including music and performing basic skills (travelling, being still, making a shape, jumping, turning and gesturing) using coloured streamers. Using colour poetry to stimulate dance and movement.</p> <p>2nd Half: Games- Throwing & catching, inventing individual games.</p> <p>Dance – focus on changing rhythm, speed, level and direction of their movements</p> <p><i>Refer to Val Sabin for games and dance ideas</i></p>	<p>them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: <i>planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise</i></p> <ul style="list-style-type: none"> ▪ Make links where possible, into other curriculum areas (e.g. link two art forms dance and poetry – creating a poem about colour and use as a stimulus for dance) ▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE. ▪ Ensure children wear an appropriate P.E. kit for all lessons (white t-shirt, shorts, appropriate footwear and no jewellery). Staff should change into a PE kit. ▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance. ▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with King’s Cross Academy’s Food Policy (no chocolate, crisps or fizzy drinks). ▪ Provide for lots of activity and maximum involvement – do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball. Use skill practice e.g. grids and small groups. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Central resources: a range of equipment is available in the PE store in the small hall. Children are not allowed in the PE store unsupervised. ▪ Lunchtime supervisors and Play Leaders are responsible for maintaining lunchtime and playtime resources.
ART AND DESIGN – CREATIVE LEADER	
<p>Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about colour?</p> <p>Autumn 1 – How do we use sketch books to collect visual info – develop ideas about colour.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Introduce and discuss the ground rules for sketchbooks (add or amend using children’s ideas). • Collect colours from the environment: link to 	<p>General:</p> <ul style="list-style-type: none"> ▪ Children need to develop artistic skills and techniques but also <i>apply</i> these creatively. ▪ The key elements of Art are: pattern, texture, colour, line, tone, shape, form, and space. ▪ Each artistic medium used (painting, drawing, textiles, clay sculpture etc) needs to be explored and played with in order that children can use it creatively. Some exploratory sessions e.g. mark-making, getting used to the texture and ‘feel’ of clay, experimenting with different weaving techniques etc will help to develop confidence and a sense of the options available in different media. ▪ Most artistic work starts with some sort of stimulus and observation. There can be plenty of observational work before moving on to a creative piece e.g. observing the leaves of different plants (colour, pattern, texture etc) could lead to a creative piece drawing on one element and transforming it e.g. the pattern of a leaf transformed into an abstract design.

ICT - Record colour experiences and observations using photography e.g. children photograph 10 different greens during an environmental walk; use other media e.g. paint, pastel, coloured pencil etc.; link to English - describe the colours as precisely as possible e.g. pea-green.

- Using magazines to collect different shades of the same colour and stick them in.
- Explore tints (adding white to colours) and shades (adding black to colours).

Autumn 2 – Textiles and weaving focus.
Responding to Matisse's The Snail /Red Room

Textiles/weaving focus:

Suggested activities:

- Sorting fabrics, threads etc by colour. Make displays and colour boxes. Explore warm and cold colours.
- Stick examples of fabrics, wools, threads, string etc into sketchbook as ideas for weaving are developed. Describe colour, texture etc.
- Experiment with mini-collages by sticking in fabrics in different patterns and arrangements e.g. overlapping, patchwork etc.
- Card weaving: use a small rectangle of card strung vertically with wool; thread different types of wool, string, ribbon etc through horizontally. Explore weaving using different tints/shades of the same colour.
- Weave strips of papers e.g. photographs.

▪ Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.

▪ **Colour:** children can explore primary (red, blue, yellow) and secondary colours (orange, green, violet) that can be made by mixing two primary colours. Limit the range of colours available to encourage exploration. The double primary system limits colours to: warm – brilliant yellow, crimson, brilliant blue; cold – lemon yellow, vermilion, turquoise plus white and Prussian blue (instead of black).

▪ **Textiles:** children should explore the qualities of different materials (link to Science) e.g. rough, smooth, shiny, stretchy etc. Textile practices include: fabric construction (e.g. card weaving), dyeing, surface decoration, printing, 3D work.

▪ **Sketchbooks:** these are a key part of art teaching – children should be developing their sketching skills and learning how to use a sketch book to record observations, ideas, colours, patterns etc. Sketchbooks should include notes and comments and questions from peers and adults.

▪ **Key purposes of sketchbooks:** to explore objects in detail; to capture observations of people, animals and places; to develop ideas for an artwork; to develop ideas for a structure or sculpture; to explore techniques e.g. mark-making, shading, showing light, dark and shadow; to explore the elements of art including colours e.g. recording all the different shades of green leaves.

▪ **Sketchbook Ground rules:** it is essential that children know, discuss and refer back to the ground rules for using sketchbooks:

1. **Be clear about the purpose of what you are doing in the sketchbook.**
2. **When collecting observations from the environment or objects, always look closely and carefully.**
3. **Use different media to collect observations: pencil, crayon, photos etc.**
4. **Stick things in that might help e.g. leaves, fabric, papers etc.**
5. **Be creative – make your sketchbook interesting to look at.**
6. **Make notes and collect other people's comments and suggestions.**
- 7.

Resources:

- Classroom resources: There needs to be an effective art resource areas in every classroom – paints, a range of paintbrushes, palettes, water pots, pastels or chalks, black pens, drawing pencils, charcoal, crayons, a range of papers, paste, glue and glue sticks, digital camera etc.
- Central resources: clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage materials, modelling materials, textile materials and equipment e.g. needles, plasticine,

<ul style="list-style-type: none"> • Collaborative wall-hanging project e.g. groups create colour-themed weavings which are then arranged together. • Respond to Matisse's 'The Snail' collage or the 'Red Room' painting. 	<p>photography equipment etc.</p> <ul style="list-style-type: none"> ▪ Environmental resources: the school building, the King's Cross environment, museums, galleries, places of interest. ▪ Artists at King's Cross: CSM, House of Illustration.
DESIGN and TECHNOLOGY – PHYSICAL LEADER	
<p>Autumn 1 – 2 – Purposeful and appealing products.</p> <p>Autumn 2 – Use a range of tools and materials.</p> <p style="text-align: center;"><i>Generate, model and communicate ideas.</i></p> <p>Learning question: 'How is colour used in design?'</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Exploring and making different types of puppet e.g. design and make shadow puppets – link to Science (shadows)/English (e.g. Owl and Pussycat or Beegu's journey). Consider materials (do they need to be rigid?) and joining (any movement? How to join the handle?). • Link to Art: emphasise the D&T aspects of weaving: exploring different materials, joining, finishes and the aesthetic effect of combining different colours. • Cooking: Fruit kebabs: link to mathematics (pattern – sequencing colours; repeating patterns; predicting). Beetroot – explore properties: very strong colour (used in dyeing). Smoothies: what fruits make the most attractively coloured smoothie; does the most colourful always taste better? 	<p>General:</p> <ul style="list-style-type: none"> ▪ The three types of D&T activity are: <ol style="list-style-type: none"> 1. Investigating and Evaluating Products; 2. Focused Practical Tasks; 3. Design and Making Activities. ▪ The classic design journey: 1 – problem identified; 2 – early ideas generated; 3 – develop and research ideas; 4 – choose the idea to be made; 5 – making; 6 – testing and evaluating; 7 – modifying and improving. ▪ Materials: children need experience in working with different materials – wood, metal, plastic, paper, fabric etc – exploring the way different materials can be joined, shaped and finished. ▪ Children need to explore these aspects of materials: <ol style="list-style-type: none"> 1. the different physical and aesthetic qualities of materials. 2. how different properties of different materials lead to different uses. 3. how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening). <p>Key concepts/techniques of D&T:</p> <ul style="list-style-type: none"> ▪ Energy sources: batteries, elastic bands (twisted or stretched), human energy (pushes and pulls), water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something). ▪ Dynamic structures: mechanisms with moving parts such as see-saw, levers, pulleys and gears. ▪ Static structures: buildings, towers, sculptures and models. ▪ Control: mechanical and electrical devices to control movement e.g. switches, levers, sensors etc. ▪ Food technology: Food is central to life at the Academy, we need to develop children's skills, knowledge and understanding of cooking in a systematic way that allows them to build progressively as they move through the school. We are working towards at least 12 hours per year

<p>Cooking resources available in the food science room. DT resources available in the art, design and technology room.</p>	<p>of cookery experiences for every child.</p> <ul style="list-style-type: none"> ▪ The 5 key aspects of food technology: Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc); Tasting and Testing; Production Processes. ▪ Cooking: 3 core recipes (minimum required) Potato and beetroot salad; fruit smoothies; fruit kebabs. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Central (art design and technology / food science room): craft knives, steel rulers & mats, construction tools, wood, plastics, card, glue guns, bench hooks, saws, drills, materials for wheels & axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics & pneumatics), cooking equipment etc.
<p>HISTORY – COMMUNICATION LEADER</p>	
<p>Autumn 1 – How does colour make our world?</p> <p>Study of a historical figure: Henri Matisse (1869-1954):</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Create a classroom Matisse gallery: (use reproductions or the children could create their own Matisse versions). Children develop their historical knowledge and understanding of Matisse in order to take on the role of curator/guide to show visitors round the gallery, explaining the paintings (e.g. why we chose them, what they show, style, period etc) and giving a personal response. Link to English – captions for the gallery. Link to Art/D&T – include children’s own work in the gallery to show their response to Matisse e.g. ‘The snail’ collage, the ‘Red Room’. <p>WW1/Remembrance Day</p> <ul style="list-style-type: none"> • significant historical events, people and 	<p>General:</p> <ul style="list-style-type: none"> ▪ The 5 key elements of history: chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication. ▪ Children need to ask questions about aspects of the past & think about whether/how they can be answered. Some questions will be factual e.g. ‘When was Matisse born?’ others will be opinion e.g. ‘Why did Matisse love colour?’ Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. looking at his paintings. ▪ Chronology: relating periods of history to children’s own lifespan and those of their families e.g. Matisse was born before my grandparents were born. Explore a person’s life or a series of events e.g. a basic idea of what it was like when Matisse lived. ▪ Knowledge and understanding: being able to talk or write about a historical figure – when and where they lived; what they achieved; their life’s work; to talk or write about events or a series of events. Where there is a meaningful purpose for the historical investigation (e.g. Matisse gallery), the knowledge and understanding comes alive rather than being inert facts. ▪ Historical interpretation: exploring how we can say things about the past – using different sources of evidence and understanding what they tell us. Recognising that evidence can be from different perspectives e.g. Matisse’s letters give you his point of view but not what other people thought. Photographs, paintings can give a false impression. Primary sources are from the time itself or directly from people involved. Secondary sources are removed from the event or time e.g. books, letters written by those indirectly involved. Children need not to believe everything they read – whether primary or secondary source. ▪ Historical enquiry: generate interesting questions that will lead to in-depth enquiry e.g. ‘What kind

<p>places in their own locality</p> <p>NC KS1 link- 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.</p>	<p>of an artist was Matisse?’</p> <ul style="list-style-type: none"> ▪ Organisation and communication: learning how to collect information, ideas, evidence etc and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Artefacts, books, photos, films: sourced largely from Camden Library Services, the internet and children’s homes. ▪ Environmental resources: the school, local buildings, museums, galleries, local people, staff etc.
GEOGRAPHY – COMMUNICATION TEAM	
<p>How does colour make our world?</p> <p>Name/locate 7 continents and 4 countries of UK Basic geography vocabulary to refer to key human/physical features.</p> <p>Link to ‘Book Power’ text (Owl and Pussycat) – locate continents using world map.</p> <p>Devise a simple map.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ name and locate the world’s seven continents ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, 	<p>General:</p> <ul style="list-style-type: none"> ▪ The 4 key elements: places; patterns & processes; environmental relationships and issues; geographical enquiry and skills. ▪ Places: Ask questions about aspects of local/global places. Begin to identify key features and make comparisons. ▪ Patterns and processes: exploring why places are as they are, why people live where they do, how places have changed and why, why businesses and other amenities are located where they are, impact of weather and other physical conditions. ▪ Environmental relationships and issues: exploring children’s and other people’s different views about the local environment and change; the impact of environmental change e.g. pollution, climate change, recycling and waste etc. Exploring how to manage the environment e.g. promoting bicycle use and walking to school. ▪ Enquiry and skills: generating questions worth investigating. Make direct observations about places and the environment and use maps, atlases and other secondary sources. Use simple equipment e.g. anemometer (wind measure). ▪ Recording: notes, ideas, questions, plans for enquiries, sketch maps, observations and journals from fieldwork, data collected e.g. questionnaires, traffic count, tables and charts (link to Handling data). Geographical conclusions and thinking can be used for some meaningful purpose and presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc. ▪ <p>Resources:</p> <p>Environmental resources: fieldwork in the school grounds, King’s Cross, trips, local people etc. Weather instruments etc.</p>

<p>harbour and shop Geographical skills and fieldwork</p> <p>Geographical skills and fieldwork (settings in stories)</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify continents studied at this key stage ▪ use aerial photographs / visits to PRS/Argent roof garden and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Maps, atlases, plans, photos, films: sourced largely from Camden Library Services, the internet and children’s homes</p>
<p>MUSIC – CREATIVE LEADER</p>	
<p>‘How does music create different moods?’</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Painting a response to music using colour to reflect the mood, listening to music that reflects the mood of ‘The Owl and the Pussycat’. • Creating music in groups to reflect different elements in the story e.g. sea; travelling by boat; the land where the Bong Tree grows etc. Use graphical score; practise performance – starting together etc; use a child as conductor. 	<p>General:</p> <ul style="list-style-type: none"> ▪ Music will be taught during PPA by a specialist music teacher. . ▪ Composition and performance: in Nursery and Reception, specialist singing teaching is provided; Alongside PPA, teachers should promote music in class where there is a link to the project. ▪ Instrumental tuition: KS1: Ukulele – Year 3 and 4: Recorder - Year 5 and 6 – cellos and violins. Other children are involved in Suzuki violin or flute / music club taught by external tutors (paid for with some subsidised places). ▪ Listening and appraising: there are many opportunities in learning projects to develop children’s skills in listening closely to music, commenting and responding using different media. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Central: a range of tuned/untuned instruments. Recordings for listening & appreciation.
<p>PSHE – THINKING LEADER</p>	
<p>Autumn 1 and 2:</p> <p>Behaviour and Safety Signs in the environment</p> <p>See Camden PSHCE scheme of work.</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ Many of the themes of PSHE can be addressed in the day-to-day practice and organisation of the class and school e.g. hygiene through washing hands before lunch; identity by exploring languages spoken at home etc. ▪ During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

	<ul style="list-style-type: none"> ▪ They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well; take some responsibility for themselves and their environment, and begin to make informed decisions; learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class & school community, they learn social skills, take turns, play, help others, resolve arguments & resist bullying. ▪ They begin to take an active part in the life of their school and its neighbourhood. ▪ Personal learning is about developing a sense of identity & confidence. Children develop their own distinctive characters, learning to take responsibility, show commitment & leadership, acting as a role model & contributing to the community. ▪ Social and emotional learning is one of the six areas of the Learning Toolbox. We believe that ALL learning involves emotions and almost all learning is social. Children need to become aware of their emotions and learn to manage them. They need to develop the skills to work with others, to show leadership and to make decisions. ▪ Health education developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Photos, images, artefacts, stories etc: from the internet, Camden Library Service, staff, home. Guidance held centrally.
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RELIGIOUS EDUCATION – THINKING LEADER

<p>‘What does light mean to people?’</p> <p>Suggested activities:</p> <p>Light</p> <ul style="list-style-type: none"> ▪ To understand that each individual is unique and special. ▪ To know that our identity includes name, language, colour, culture and belief. ▪ To explore the ways in which religious communities mark the importance of the individual. ▪ To investigate the range of relationships that individuals develop at home, at school and in 	<p>General:</p> <ul style="list-style-type: none"> ▪ We follow the Agreed Syllabus for Camden schools. This means that children learn about various aspects of the major religions and systems of thought. They explore beliefs but belief does not have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion. Our message is that every single child can experience the wonder of the world and life; every child can think about moral issues and learn about other people. ▪ The main aim is for children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address. ▪ Children should see the commonalities between different sets of beliefs as well as recognising the differences. ▪ Religious Education is not primarily about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered. ▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse
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the faith community.

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- Link to Science – dark as the absence of light. What do the children think and feel about darkness and light? Do they find dark only negative? Can it be relaxing? Is light always positive? Can you have too much light? (we don't look at the sun; we sleep better in the dark).
- Use a lighted candle as a stimulus for Philosophy for Children (or a book showing the darker side e.g. 'Where the Wild Things Are').
- Explore the Christmas learning question 'Why is light important at Christmas?' as part of a wider exploration of how different religions use light as a symbol e.g. divas (Hindu and Sikh), menorah (Jewish), Jesus as light of the world (Christianity) etc. Tell and discuss stories from religions that involve light.

Festival and Celebration – NC links

- To understand that certain times and occasions are special to people.
- To know that celebration may involve wearing special clothes, sharing special meals and giving cards and presents.
- To learn that there are stories and traditions associated with festivals through an exploration of some major festivals of the Christian, Hindu, Muslim, Jewish and Buddhist faiths.

school as King's Cross Academy, people with different beliefs need to learn together and learn about each other.

- Religious Education is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and often beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain—can be awe-inspiring. At the same, time we can learn to appreciate simplicity and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. We can all learn to be calm and reflective.
- As children move through the school, they should begin to engage with difficult moral issues such as how we might respond to the suffering of others. Areas that religious education can consider include: death and grief; loss; how we celebrate; people who help us; conflict; things that are important to us; our families.
- Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion.
- Assemblies explore stories from the major religions and systems of thought as well as non-religious stories about moral issues or the nature of the world.

Resources:

- **Artefacts, photos, books, films, puppets etc:** from Camden Library Service, internet, some held centrally.
- **Environmental resources:** visits to religious places of worship, visitors (Vicars from St Pancras Old Church, Rabbis from the Central London Synagogue, Imams from KX Islamic Centre, monks from Caledonian Road Buddhist Centre etc).

<ul style="list-style-type: none">▪ To explore the meanings of these festivals and their own special times of celebration.▪	
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