King's Cross Academy

Year 1 – Curriculum Map for 2015/16: Spring Term –

Learning Questions: 'What do people eat?' 'Who am I?'

General guidance: also see 'Guide to Planning and Teaching Using the Academy 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. Each project should last around half a term.

Initial experience - suggestions:

- **What do people eat?** maybe explore a collection of foods; bring in cultural foods from home; a role-play restaurant; look at menus; keep a food diary; visit a food market etc.
- **Who am I?** take photographs of each other; visit a portrait gallery; make a small sculpture of yourself; sketch each other.

The Learning Toolbox:

- 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 in the Foundation Stage).
- Initially, the language of the ALT will be novel but with support e.g. classroom display of the ALT, adults using the ALT 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

How to approach the Learning Questions:

'What do people eat?'

- This gives scope for exploring food from different cultures – what kinds of food do children in the class eat at home?
- The different weather in different countries leads to different diets. Children could explore what foods usually grow in different climates.
- The idea of categorising is central – sorting foods by different characteristics. Categorisation is important in mathematics and geography in particular. Children can come up with their own criteria as well as start to think about standard food groups: protein, carbohydrate, fat, minerals, vitamins, fibre.
- The health message in this project is that a healthy diet is a balanced diet – a diet should include all the food groups. We should eat less of some foods – e.g. saturated fats. They could keep a food diary over a week.

'Who am I?'

- Children explore this learning question every year in different ways. The key idea is to develop a sense of identity and confidence by exploring and sharing your own personality, skills, interests etc.
- In Year 1, a key learning point is that everyone has features that are different as well as shared characteristics. Having a sense of 'what is special about you' is very positive and gives confidence.
- The Science element is central – what is a human being? What features do I have in common with all other human beings?
- In History, developing a sense of personal narrative – a life story – will help to secure understanding of chronology as well as the idea of change over

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 '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. Use the Learning Toolbox as a structure and record thoughts on the e-toolboxes on the KCS Hub. 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.

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 weeks on mapping.
- 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.

time.

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 a doctor (hot seating). 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 for Virtual Toolbox on MLE).
- Highlight the tools selected on the IWB 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 six 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.

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 Team / subject 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 Team Leader.
- **Internet and the KCA Hub:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the

	Internet Use Policy and netiquette rules – promote safe use but children need as much access as possible. ▪ **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 Mrs Baxter. ▪ **Trips and visits around KX and further:** 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 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.

LEARNING PROJECTS	GUIDANCE
ENGLISH – COMMUNICATION TEAM	
'What do people eat?' **Narrative:** *Stories from a range of cultures* **-** ***'No Dinner!' by Jessica Souhami*** As well as drawing on activities from the Power of Reading / Book-Power Guidance, use some of the themes suggested in the story to exemplify the topic – What do people eat? **Suggested activities:**	***General:*** ▪ 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 lined/plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders; phonics tracking allow children and parents to get a sense of and celebrate their own progress. ▪ **Power of Reading / 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.

• Consider what the children's favourite dinner might be – think about an enjoyable, as well as well balanced meal**. What might the old woman in the story have eaten?** • Write a menu card for the grandmother's dinner. • Create grandmother's dinner – label all the things she likes to eat. (Link to ICT) • **In the Fantasy area – set up a café**, have different menu's, including grandma's favourites as well as some of the children's favourites. • Write a letter from the grandmother to the granddaughter explaining why she is so hungry; asking if she can come to dinner. Include how she feels about the hungry animals. ***Non-fiction –*** *Recounts – distinguish fiction and non fiction* ***Information texts about food – Link to Science and DT*** **Suggested activities:** • **Link to Science –** that humans and animals need food to stay alive. Read a variety of non-fiction texts about food – what can we find out about the types of food that keep us healthy and strong? • Make some '**food cards'** – photos of food on one side – factual information written by the children on the other. These could be read and used in the café for customer	▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher's own writing as well as books. ***Discrete:*** ▪ 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 and explore word families and other features of spelling and word use. It is vital that this is *applied* 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. ▪ **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 National Curriculum appendix 2 ***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 changes in science or explaining your understanding of change in people's lives in RE. ***Resources:*** ▪ **Classroom books:** each class has a set of texts allocated. Further texts can be selected from the library by the teacher to boost the class stock during the year – at least every half term. ▪ **Library books:** Children can also choose individual books through a periodic visit to the school

information!

- **Link to DT / Food Science–** design and make a fruit salad that the grandmother might enjoy. Use the design and making process to write a set of instructions of how to make a fruit salad. Include cutting skills, health and safety tips, presentation etc. Recipes can be placed in the café and ordered by the customers!
- Link to growing vegetables in the kitchen garden – use this practical experience to provide a purpose for writing up the growth development – harvesting and hopefully eating.

'Who am I?'

Narrative: Stories with predictable and patterned language: '***The Snail and the Whale'*** *by Julia Donaldson and Axel Scheffler*

Suggested activities:

- Link to PSHE and RE – within the topic of exploring **what is special** about themselves and how they relate to others **in friendship** – consider what is special about the characters**, whale and snail.**
- **Begin to empathise with the characters** – just as in real life people have living relationships with each other, so in a story characters must also 'live' in order that the reader might respond to the different ways in which characters develop and interact. Is there evidence of friendship – how do we know? Is this feeling of friendship justified in the context of the story?

library as a class. 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 year 5 classroom - they must not go home.
- **Every class should have:** Power of Reading / Book Power guidance book; Letters and Sounds; Grammar for Writing; Spelling Bank; Y1-3 Exemplification for Spelling; Guided Reading Folder.
- **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.

- **Write in role** – either as the snail or the whale. Can the children put themselves in the characters shoes? **Retell/rewrite** parts of the story as the snail or as the whale.

Non Fiction:

Link to Science – living things and what they need to stay alive.

Suggested activities:

- generate questions and research about the snail and the whale. Publish your findings in a fact sheet – compare and contrast.
- What do these very different living creatures need to thrive? Consider what happened to the whale in the story – why was it so important to help him get off the sand?
- Write to Greenpeace – find out about the whale and where they can be found around the world.
- Why is it important to save the whale – have a debate – present to the other Year 1 class.
- Collect snails and study them – close observational drawings can be labelled according to body parts. Make a book for your class library.
- Relate what is discovered about snails to the school garden – friend or foe!
- Create a display to demonstrate what you
- have found out about the snail and the whale – use it with children to give them a real purpose for writing.

MATHEMATICS – THINKING TEAM

Both projects can touch on all mathematical strands.

'What do people eat?'

Counting and understanding number: Use school fruit for counting: counting fruit in groups e.g. cherries in 2s; bunches of 3 bananas; bunches of 4 grapes.
Number facts: 2 bunches of 3 bananas; 3 pairs of cherries; 2 bunches of 4 grapes.
Calculating: Sharing school fruit – 'how many more bananas do we need?'
Geometry: the shapes of different fruits and vegetables; what properties do they have? If you cut it in half, what shape do you get? Printing with fruit and vegetables. The difference between a picture of a fruit (2D) and the fruit itself (3D).
Measurement: Comparing and weighing different foods. Weighing foods for recipes. Measuring foods using non-standard and standard units. Measuring growing plants over time.
Statistics: Block graph of favourite foods. Graphing the height of plants over time.

'Who am I?'

Counting and understanding number: estimating and counting people in the class with different features. Exploring ages in years and months.
Number facts: Explore body facts in groups – how many feet in our group? How many eyes? How many fingers?
Calculating: Number stories involving body facts; demonstrate with real people initially e.g. 'There are

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 Framework provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the Framework 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 Academy's maths scheme; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful.
- 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.
- 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!).

Problem-solving/enquiry:

- 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

6 people with 12 feet – 3 people leave so 6 feet are left.' **Geometry:** how can I use my whole body to make different shapes? What shapes can I make? How can I make shapes with my hands? **Measurement:** Comparing the size of our hands, feet etc. **Statistics:** Collecting data about people in the class using tallies. Making block graphs.	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. ***Resources:*** ▪ 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.
SCIENCE – PHYSICAL TEAM	
Science **Who am I? What do people eat?** **Spring 1 - Animals including humans -** Identify, name, draw and label **Spring 2 – Animals including humans –** Names, structures, carnivore, herbivore etc. **Children should be taught to…** ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a	***General:*** ▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding. ▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas. ▪ **Science teaching needs to develop key skills:** 1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests; 2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings; 3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning ***Skill and knowledge development:*** ▪ Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school, home or KX 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.

variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Suggested activities:** - Pupils should use the local KX environment throughout the year to explore and answer questions about animals in their habitat. - They should understand how to take care of animals taken from their local environment and the need to return them safely after study. - Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. - Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.	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. ***Scientific enquiry:*** ▪ 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. ***Growing:*** ▪ During the year, your year group is responsible for maintaining a planter / garden area. This will involve planting, watering and tending. ▪ Before planting, children should observe (drawing, photo, measuring, labelled diagram etc); they should predict when they think signs of growth will appear; discuss how to plant; create labels for identification. ▪ You will need to have a group of gardeners to plant, either with the teacher or TA. ▪ Every few weeks, a group of gardeners can check on developments. ▪ ***Daffodils and Narcissus were planted at the end of the Autumn term*** – monitor and spot when they start to grow and continue to monitor development. ▪ ***Spring Term –*** *children will plant* ***sunflowers and different types of tomatoes*** *– yellow tomatoes and red tomatoes. They can research about tomatoes as part of their food topic – eg. Make a tomato fact card, use tomatoes in cooking and in salads.*

Growing at the Academy: Sc2: **Plants** Pupils should be taught to: - 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. ***Suggested activities:*** • Investigate how plants grow with and without light; • Observe plants in the local environment. • Speculation based on observations: why do trees have leaves? Why do plants need light? Do plants move towards the light? • Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.	***Resources:*** ▪ Classroom resources for scientific work (to be purchased if not currently available): hand lenses, magnifiers, microscope, containers, sorting trays. Children should have access to some scientific, especially observational, equipment at all times. ▪ Central resources: force meters, datalogging 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 TEAM	

Who am I?

Communication and Creativity

Make a poster all about themselves, covering the key skills and success criteria below:

<u>Communicating With Text & Multimedia</u>

·I am familiar with the keyboard – for example spacebar, backspace, shift, enter to write on screen

·I can use a word bank for help

·I can add text to photographs and pictures

·I am beginning to explain reasons why I have made choices to a teacher or talk partner.

<u>Digital Photography & Video</u>

·I can use a digital still or video camera to take a picture or record my work.

·I understand the need to frame an image or scene and keep the camera still

·I can choose a picture that will go well with my work

·I can talk about the pictures or film I have taken and the tools I used

<u>Audio / Music</u>

·I can make sounds with buttons

·I know how to use stop, play, pause and record buttons

·I can explore music using the computer

<u>Graphics</u>

·I am beginning to use the computer to create

General:

- 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 in the staffroom.

ICT learning at King's Cross Academy focuses on the following key skills:

- Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, MLE)
- 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.

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 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.

Moving towards the future – the KCA Hub 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 MLE. The MLE 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 on the KCA Hub. 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.

artwork **<u>Publishing & Sharing Work</u>** ·I can save my work ·I can print work and pictures **What do people eat?** **Handling Data** Children understand that information can be stored on a computer and that this information can be representing in different ways. • They are able to save and open work. • They know that data can be represented on a computer as pictograms and graphs. • They know that data can be changed on a computer, and that the changes are reflected in the output. • They know that information on the computer can be used to sort objects. • They can talk about the link between data collected in class (verbally, tally etc.) and the information presented on screen. **Communication and Creativity** Children recognise they can explore, present and share ideas using text, images and sounds. • They know that computers can be used to produce musical sounds and that these may sound like real instruments • They begin to make choices about quality when using ICT, for example selected which photographs to keep and which to	***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 (e.g. speakerphones etc). 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.

delete **Internet Literacy and E Safety** • Children understand they can find a range of information on the internet • Children are able to navigate age appropriate websites • Children know what to do if they find something inappropriate online • Children understand that the Internet can be used to communicate with other people • Children understand that we should respect the work of others stored or presented electronically • Children are aware that their work can be published/shared online	
PHYSICAL EDUCATION – PHYSICAL TEAM	
PE does not link well to the food learning project; however, there can be some exploration of 'Who am I?' through PE. **1st half:** • **Gymnastics floor work –** perform basic skills in travelling, being still, finding/using space safely; • **Dance –** use movement imaginatively, responding to stimuli, including music and performing basic skills (travelling, being still, making a shape, jumping, turning and	***General:*** ▪ In P.E., children develop their knowledge, understanding and skills through activities that involve them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: *planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise* ▪ 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 or blue t-shirt, shorts, appropriate footwear and no jewellery). Staff should at least wear suitable footwear (if possible,

gesturing. **2nd Half:** • **Gym –** perform basic skills in travelling, being still, finding space and using it safely on the floor. • **Dance –** performing and evaluating. **Possible dance festival - Sadlers Wells to be confirmed** *Refer to Val Sabin for gym and dance ideas*	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. ***Resources:*** ▪ Central resources: a range of equipment is available in the PE store. Children are not allowed in the PE store unsupervised. ▪ The HLTA, Lunchtime supervisors and Play Leaders are responsible for maintaining lunchtime and playtime resources.
ART AND DESIGN – CREATIVE TEAM	
Art this term is focused on the second learning question 'Who am I?' However, sketchbooks should be used extensively in both learning projects. ***Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about 'What do people eat?' and 'Who am I'?*** ***Suggested sketchbook activities:*** • Revise the ground rules for effective use of sketchbooks (add or amend using children's ideas). Evaluate how far use of sketchbooks last term met these rules. **Spring 1 - 'What do people eat?' –** Sketch photos, colour, texture, pattern, photo montage **Suggested sketchbook activities:** • Still life work with food: sketches, photos etc. Focus on colour, texture, pattern.	***General:*** ▪ Children need to develop artistic skills and techniques but also *apply* 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. ▪ 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, vermillion, turquoise plus white and Prussian blue (instead of black).

• Photo-montage of photos of food from magazines – think about colour, texture, pattern. • **Spring 2 - 'Who am I?'** - drawing and painting, landscape/settings/portraits **Suggested sketchbook activities:** • Sketch features of your own and others' faces. • Sketch your hands in different positions. Focus on close observation and drawing what you see. **'Who am I?':** painting and drawing focus **Suggested activities:** • Self-portraits - build on sketching of different features. • Spend time exploring eyes, nose, mouth, hair etc. How are these different? Look closely at light and dark. Look at skin tones. Colour mixing using double primary paints: matching colour to your own skin tone. • Create a landscape or setting for your self-portrait that tells us something about you. • The finished piece might show the portrait in the setting. You could have created the portrait separately and then add it into the setting e.g. stick it on (collage effect) or make it stand out on card cuboids (relief effect).	▪ **Textiles:** children should explore the qualities of different materials 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.* ***Resources:*** ▪ Classroom resources: we need to develop 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, photography equipment etc. ▪ Environmental resources: the school building, the KX local environment, museums, galleries, places of interest. ▪ Central Saint Martin's Student Ambassadors, House of Illustartion.

<table>
<tr><th colspan="2">DESIGN and TECHNOLOGY – PHYSICAL TEAM</th></tr>
<tr>
<td>

Spring 1 – Understand where food comes from. Cooking

Generate, model and communicate ideas.

Learning question: 'How can I design, make and evaluate a fruit salad?'

Suggested activities:

- Discuss what you need to think about in designing a fruit salad: e.g. what tastes go together? Blending sweet and less sweet tastes? Colour? Different textures?
- Explore where different fruit come from. Is it possible to make a fruit salad using fruit only from England? What would it be like?
- Discuss what skills are needed to make a fruit salad. What safety issues are there? What equipment will be needed?
- Discuss what makes a good fruit salad. Try out some examples from shops and evaluate them.
- Create a poster to advertise your fruit salad, including a name, nutritional information etc.
- Evaluate your fruit salad – collect feedback from people who have tasted it.
- Children could also design a dish that the granddaughter makes for the old woman in 'No Dinner!'

</td>
<td>

General:

- **The three types of D&T activity are:**
  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:**
  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).

Key concepts/techniques of D&T:

- **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 Science:** 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 of cookery experiences for every child.
- **The 5 key aspects of food science:** 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: 2 core recipes (minimum):** fruit salad, bread rolls.

Resources:

- **Central:** should include 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) etc.

</td>
</tr>
</table>

HISTORY – COMMUNICATION TEAM	
Spring 2 – ' Who am I?' Personal histories – chronological framework/significant events **NC KS1 link -** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Local History: link to Geography Local Area investigation **NC KS1 link** - significant historical events, people and places in King's Cross (own locality). **Historical skills and understanding are best developed through the second project 'Who am I?' However, there could be some exploration of what people ate in the past in the first project.** **'Who am I?':** Chronological understanding 1a,b **Suggested activities:** • Explore and compare personal histories. • What are the key events in your life so far? Does everyone have the same key events or are some people's different? • Looking at portraits of royalty and comparing and contrasting representation and compare aspects of life in different periods. (Queen Elizabeth 1 etc.)	***General:*** ▪ **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 of an artist was Matisse?' ▪ **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. ***Resources:*** ▪ **Artefacts, books, photos, films:** sourced largely from Camden Library Services, the internet and children's homes. ▪ **Environmental resources:** the school, local buildings, KX estate, museums, galleries, local people, staff etc.

GEOGRAPHY – COMMUNICATION TEAM	
Geography links to 'What do people eat?' learning project. **'What do people eat?'** Hot/cold areas What do we grow? Seasonal weather patterns of UK. **NC – links Place knowledge** ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and physical geography** ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **NC link s- Locational knowledge + Geographical skills and fieldwork** § name and locate the world's seven continents and five oceans § name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas § use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key	***General:*** ▪ **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. ***Resources:*** ▪ **Maps, atlases, plans, photos, films:** sourced largely from Camden Library Services, the internet and children's homes. ▪ **Environmental resources:** fieldwork in the school grounds, locality, trips, local people etc. Weather instruments etc.

stage § use basic geographical vocabulary to refer to: (Snail and the Whale) § key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Geographical skills and fieldwork (link to ICT Beebots)** § 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 Geography – key stages 1 and 2 3)	
MUSIC – CREATIVE TEAM	
'What do people eat?' **Suggested activities:** • Learn songs connected with food: e.g. 'Food glorious food.' • Explore food instruments: gourds become thumb pianos etc; pods as shakers; coconuts etc. **'Who am I?'** **Suggested activities:** • Create a collaborative piece of music that shows the character of each person in the group.	***General:*** ▪ **Composition and performance:** we are looking to develop singing in assemblies. Teachers need to promote singing in class to support the assembly songs and where there is a link to the project **Instrumental tuition:** Year /2 – recorders from January in Y1 - recorders in another; Year 3 – string instrument ▪ **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. ***Resources:*** ▪ **Policy –** The music policy is available on the KCA Hub ▪ **Central:** a range of tuned/untuned instruments. Recordings for listening & appreciation to be developed on the network. **Spring 2017: The children in year will be involved with the Metaphonica art and music event in King's Cross.**

PSHE – THINKING TEAM	
Spring 1 – Citizenship - Role and responsibilities at home and school *1. about people that are special to them and what they do* 1.1 know that people have close friends or family that are special to them 1.2 can identify people they recognise as special and express what they feel about them 1.3 demonstrate appreciation toward those who are special to them *1. about the roles of different people in the school* 2.1 know the different jobs that people do in school and how this affects them 2.2 are able to identify different people who work in school and what they are responsible for 2.3 develop a sense of being a part of the school community *3. about things they are responsible for at home and school* 3.1 know what they can be responsible for at home and school and what skills are needed to carry these out 3.2 can solve simple dilemmas or make simple decisions about taking basic responsibilities 3.3 recognise the contribution they can make at home and school **Spring 2 - Physical health (fun, food and fitness) – Fun time** *1. that special foods and drinks are associated with different cultures, customs and celebrations* 1.1 know about some of the foods that people eat at special times	***General:*** ▪ 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. ▪ 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. ***Resources:*** ▪ **Photos, images, artefacts, stories etc:** from the internet, Camden Library Service, staff, home. Guidance held centrally.

1.2 can distinguish between food eaten on special days and everyday food 1.3 understand why food eaten on special days may be different from everyday foods *2. how different active playground games make them feel and to make choices about which they enjoy* 2.1 can recognise a range of active playground games 2.2 can choose active playground games they like or dislike and can say why 2.3 can explain why they need to keep active how it feels in their body	
RELIGIOUS EDUCATION – THINKING TEAM	
RE lends itself more to the second learning project, though some moral issues might arise during the exploration of what people eat. **'Who am I?'** **RE theme: Myself and Others** **Suggested activities:** • Explore what is special about you (Circle Time, discussion). • Explore: How is everyone different yet the same? (Link to Science). • Bring in an artefact that is special to you. Create an in-class exhibition with captions; invite other classes to see it and act as curators.	***General:*** ▪ 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 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, rabbis, imams, monks etc.)