

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>
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<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive, creative and collaborative, enabling children to overcome any learning barriers, broaden their horizons and have high aspirations.</p> <p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, we offer clear, planned and well-sequenced learning so that new knowledge and skills build upon what has been taught before.</p> <p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, experiencing feelings of awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside our community.</p> <p>Our curriculum is collaborative. Children build emotional resilience, develop self-confidence and acquire the ability to articulate their learning. Through a clear sense of motivation and purpose, children take ownership of their learning and this is shared by our whole school community. Every member of the school community has high expectations of themselves and of others. We recognise that everyone can achieve success.</p> <p>Our curriculum is designed to enable all children to overcome any learning barriers and broaden their horizons. We emphasise the development of social skills, enabling children to communicate clearly, using a rich and appropriate vocabulary. We ensure that our drive for fluency in both reading and maths is relentless.</p> <p>It is important to us that children show empathy towards others, value different opinions and understand and celebrate diversity. We encourage children to become independent learners with high aspirations.</p> <p>This curriculum is tailored to suit the needs of the children in our local learning community.</p>
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<u>Experiences</u>
<p><u>Launch</u></p>
<p>'Oh, I do like to be beside the seaside!'</p> <p>Children come to school dressed as though they are going to the seaside for the day. Classroom converted in a beach and the sea. Art/ D and T.</p> <p>Search the web for fascinating under the sea facts and make your very own ocean fact book.</p> <p>Design and make an under the sea model. What could you use from our natural/man-made environment?</p> <p>Children have items likely to be found on a beach.</p> <p>Explain and share topic scrap book which will record highlights of topic learning.</p>
<p><u>Landing</u></p> <p>Children will present an assembly and share topic scrap book which will record highlights of topic learning. Including sharing guidebook, they have created for Blackpool. Drama and ICT.</p>
<p><u>Wider use of the environment</u></p> <p>The children will take part in a trip to Blackpool and RNLI Visit. Postponed due to COVID restrictions.</p>

Science - Key learning points:

<p>2C All at Sea</p>	<p>Working Scientifically</p> <p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can observe closely noticing changes overtime, using simple equipment</p> <p>I can perform simple comparative tests</p> <p>I can identify, group and classify</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can use different types of scientific enquiry to gather and record data to help me answer questions</p> <p>I can find things out using secondary sources</p>	<p>Living Things and Their Habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Identify and name different sources of food using the idea of a simple food chain</p> <p>Explore and compare the differences between things that are living and dead and have never been alive</p> <p>Identify and describe different habitats and how they provide for the basic needs for different animals and plants and how they depend on each other</p> <p>Describe how animals obtain their food from other animals, using the idea of a simple food chain</p> <p>Identify that most living things live in habitats that they are suited</p>	<p>Living Things and Their Habitats</p> <p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p>
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History - Key learning points:

<p>2C All at Sea</p>	<p>I can use different sources of evidence to make statements about the past.</p> <p>I can ask and answer questions about artefacts and events from the past. What is the same and what is different? I can justify my answers, giving clear reasons for my thinking.</p> <p>I can recount the events of the night of Grace Darling rescuing the sailors.</p> <p>I can place historical figures on a timeline, within a set period of time, using a given scale (50 years)</p>	<p>Know there are different sources of information which can be used to find out about the past.</p> <p>Know the importance of Grace Darling as a historical figure.</p> <p>Understand why she is an important historical figure.</p>	<p>Ordering Artefacts</p> <p>Observe reason</p>
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Geography - Key learning points:

<p>2C All at Sea</p>	<p>I can label seaside towns.</p> <p>I can name and describe the regions of the UK.</p> <p>I can find similarities and differences between a coastal location and Cannock.</p> <p>I can use the geographical vocabulary to describe a coastal location.</p> <p>I can select information from sources to answer questions.</p> <p>I can draw and follow a simple map, using a key.</p> <p>I can say what I like about the environment of a locality.</p> <p>I can say some ways that people use a coastal region.</p> <p>I can say some way in which people affect the environment in a coastal region, both positively and negatively.</p> <p>I can ask questions about a coastal area.</p>	<p>Know the major waterways.</p> <p>Know and use the language: North East, North West, West Midlands.</p>	<p>beach, cliff, coast, sea, ocean, river, season and weather, city, town, village, port, harbour and shop, North, South, East and West, near and far; left and right</p>
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DT - Key learning points:

<p>2C All at Sea</p> <p>Lighthouses – mechanical systems</p>	<p>I can think of ideas and plan what to do next, based on my experience of working with materials and components.</p> <p>I can use models, pictures and words to describe my designs.</p> <p>I can use cutting tools to safely cut materials.</p> <p>I can select appropriate techniques to join materials, such as gluing, hinges or combining materials to strengthen.</p> <p>I can select appropriate resources in order to combine materials.</p> <p>I can use tools and techniques to combine materials effectively, such as drilling, gluing and nailing.</p> <p>I can assemble materials to create a product with wheels and winding mechanisms.</p> <p>I can recognise what I have done well as my work progresses and suggest things I could do better in the future.</p>	<p>Knowledge</p> <p>Mechanical Systems – Lighthouses</p> <p>Know what lighthouses are for and how they are used.</p> <p>Know some of the history of lighthouses</p> <p>Know the effect on winding when you change the size of the wheel</p>
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Art - Key learning points:

<p>All at Sea</p>	<p><u>Drawing</u></p> <p>I can show pattern and textures in my drawings by adding dots and lines (to draw seashells).</p> <p><u>Printing</u></p> <p>Cut a simple stencil and use for printing own shape. (Use polystyrene tiles to make prints of sea creature, eg fish/shark.)</p>	<p>I know about the artist Georgia O’Keefe</p> <p>I know what techniques artists have used</p> <p>I can comment on artist’s work.</p>
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ICT - Key learning points:

<p>2C All at Sea</p>	<p><u>E Safety</u></p> <p>I can describe the things that happen online that I must tell an adult about.</p> <p><u>Programming</u></p> <p>I can use programming language to code: fd, bk, lt, rt (use LOGO)</p> <p>I can debug instructions, using programming language.</p> <p>I can use algorithms that use degrees to describe a right turn, half turn and full turn.</p> <p>I can write online instructions and explain what will happen.</p>	<p>Know what cyberbullying is and how to deal with it.</p>	<p>Forward</p> <p>Backwards</p> <p>Left</p> <p>Right</p> <p>Debug</p> <p>Algorithm</p> <p>Right turn</p> <p>Half turn</p> <p>Full turn</p> <p>Cyber bullying</p>
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Music - Key learning points:

<p>2C All at Sea</p>	<p>Listening</p> <p>PERFORMING</p> <p>Perform a simple melody using voice and/or instruments.</p> <p>Perform with a strong sense of pulse.</p> <p>Perform, demonstrating use of dynamics, pitch and tempo.</p> <p>Play simple rhythms.</p> <p>Sing in tune within a limited pitch range up to an octave.</p> <p>Sing/chant in unison and with a simple second part.</p> <p>As part of a group, maintain an ostinato/drone with the voice or on instruments.</p> <p>Perform and interpret a piece using simple notation.</p> <p>COMPOSING</p> <p>Use simple pitch and rhythm patterns to develop a structure for a short piece.</p> <p>Improvise a rhythm/sound over a given number of beats.</p>	<p>PERFORMING</p> <p>Start to understand the difference between pulse and rhythm.</p> <p>COMPOSING</p> <p>Begin to recognise how music will fit a topic/theme.</p> <p>Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</p> <p>Notate a composition using simple graphic notation.</p> <p>Understand that music can be notated in different ways.</p> <p>AURAL AWARENESS</p> <p>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p> <p>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Notation</p> <p>Conductor</p> <p>Improvise</p> <p>Style</p> <p>Verse</p> <p>Chorus</p> <p>Texture</p> <p>Backing/ accompaniment</p> <p>Percussion</p> <p>Articulation</p> <p>Melody</p> <p>Tune</p>
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<p>AURAL AWARENESS Take a lead in activities that involve imitation or call and response.</p> <p>EVALUATING Talk about own and peers' work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</p>		
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By the end of KS1: Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE - Key learning points:

Recap of throwing, catching, running and jumping. Sports day practice.		Teacher to See Spring curriculum map for missed skills, or skills that need revisiting and improving. Teacher assessed.	
Defending	I can <u>intercept</u> a ball while it is <u>travelling</u> using my body or another object. - Link to netball/cricket/football - staying away from a target, tennis – sending it back.	I know how to intercept a ball safely. I can get in the path of travel, and stop the object from moving with my hand, foot or other object.	Intercept
Teamwork	I can follow <u>rules</u> of a game I can support others to follow rules of a game. I can <u>adapt</u> rules to a game. I can <u>apply</u> PE skills (Y2) to a game.	I know why it is important to follow the rules of a game. I know why it is important to work as part of a team. I know that by adapting rules it is necessary to still have them I know that sportsmanship is supporting others and recognising successes in others.	Rules, Teamwork, Sportsmanship

MFL - Key learning points:

<p>KS1 Sum A- Gujarati Sum B- Russian</p>	<p><u>Listening</u> I can begin to listen attentively to and understand some simple, everyday classroom language. I can begin to look at the face of the person speaking and show attentive listening through responses. I can begin to recognise and respond to sound patterns and words. • I can begin to recognise commonly used rhyming sounds within rhymes and songs. I can begin to identify specific phonemes and words. I can begin to use actions and rhymes and play games to aid memorisation. I can listen and respond to simple rhymes and songs.</p> <p><u>Speaking</u> I can begin to perform simple communicative tasks using single words, phrases and short sentences. I can repeat words and phrases after an adult. I can begin to learn words and phrases in rhymes and songs. I can imitate pronunciation of sounds. • I can memorise simple statements about myself and begin to repeat these confidently.</p>	<p>Be able to say, understand and compare basic phrases in 6 languages per year; these can be changed/ adapted to meet the needs of particular classes/ EAL pupils: Hello, Goodbye,</p>	<p>As per basic phrases – language specific – see short term planning.</p>
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	<p>Reading</p> <p>I can begin to recognise some familiar words in written form.</p> <ul style="list-style-type: none"> • I can begin to make links between some phonemes, rhymes and spellings, and read aloud familiar words. • I can begin to use pictures and context clues to determine meaning. 	Name, Age, Numbers.	
	<p>Writing</p> <p>I can use a simple picture dictionary to investigate word meanings.</p> <p>I can experiment with building words and phrases using phoneme or word card games.</p> <p>I can match words or phrases to pictures, objects, actions or sounds.</p> <p>I can begin to use knowledge about letters to experiment with writing.</p>		
	<p>Intercultural Understanding</p> <p>I can understand that some people speak languages different to our own.</p> <p>I can learn about the different languages spoken by children in the school.</p> <p>I can begin to locate countries where different languages are spoken on a globe.</p>		

PSHE - Key learning points:

Relationships (Puzzle 5 – Summer 1)	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch, Physical contact, Communication, Telling, Adult, Trust, Surprised, Angry, Trustworthy, Celebrate, Positive, Negative, Hugs, Like, Dislike, Acceptable, Unacceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Sad, Frightened, Honesty, Reliability, Compliments, Appreciate</p>
Changing me (Puzzle 6- Summer 2)	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.</p>	<p>Change, Grow, Life cycle, Control, Baby, Adult, Fully, Grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Anxious, Happy, Toddler, Child, Teenager, Independent, Time line, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous</p>

RE - Key learning points:

<p>2C All at Sea</p>	<p>Su1 (Choice A) Judaism - Prayer at home - Values and commitments</p> <p>I can talk about an agreement Jewish people make with God and say if this is important.</p> <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.</p>	<p>Su1 (Choice A) Practices and ways of life</p> <p>Learn a story about a person important to Jews.</p> <p>Understand why Abraham or Moses is so important to Jews.</p>	<p>Judaism Jews Prayer Abraham Moses Mezuzah Shema Ten Commandments</p>
	<p>Su1 (Choice B) Islam - Community and belonging -Identity, diversity and belonging</p> <p>I can start to explain when Muslims might feel like they belong.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or</p>	<p>Su1 (Choice B) Practices and ways of life</p> <p>Understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>Islam Muslims Mosque Muhammad Prayer mat Qu'ran</p>

<p>when they pray on their own and say why this might be. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p> <p>Su2 (Choice A) Judaism – Hajj Values and commitment I can start to express an opinion about what might be important to Jews. I can talk about something that is important to Jews and express understanding as to why this might be important if I were Jewish. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p> <p>Su2 (Choice B) Islam – Hajj Values and commitment I can start to imagine how it might feel to be on the Hajj. I can start to think about the significance of Hajj to a Muslim. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	<p>Su2 (Choice A) Practices and ways of life Understand different ways that Jews show their commitment to God. Learn the right names for things that are special to Jews.</p> <p>Su2 (Choice B) Practices and ways of life Understand what happens during Hajj and to explore the importance of this to Muslims. Learn about some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>	<p>Worship</p> <p>Judaism Jews Hajj Bar and Bat Mitzvah Ceremonies Commitment Synagogue Torah Prayer Shawl</p> <p>Islam Muslims Hajj Hajj robes Makkah (Mecca) Qu'ran The Grand mosque</p>
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<p><u>English links: (Reading and writing)</u> Children will have a multitude of opportunities to read and write in literacy and guided reading lessons.</p>	<p><u>Maths links:</u> Spending money and finding change at our seaside day.</p>
<p><u>ICT links:</u> Research whales, Green Peace and Grace Darling. Create a presentation. The use of Google Earth to look at seaside towns and coasts.</p>	<p><u>Community engagement.</u> Invite parents to see their child's learning. Need to evaluate risk assessment in line with COVID restrictions.</p>
<p><u>Values included</u> All of the school values will be embedded into our learning.</p>	<p><u>Moorhill moment to be delivered</u> Go the seaside with friend and build a sandcastle and then have an ice cream on the beach! Postponed due to COVID</p>

<p><u>Current affairs</u></p>
