

# HEARTS Curriculum – Termly Summary



## Key stage 1 (1/2) Autumn Term A

### History



Children will have the opportunity to observe and identify the changes in a range of transport from the Victorian era to the present day.

Children will build on their chronological understanding which begins in Reception, when they learn how there are similarities and differences between things in the past. They will also learn how these changes have impacted their own lives. This unit will allow children to learn how the use of transport has changed over time as well as the important influence Amelia Earhart had on women in aviation. Children will be encouraged to refer to their previous knowledge, surrounding the purpose of timelines and periods of time and discuss where their current learning would fit onto a timeline.

Year 2 children will draw on their past learning experience of “Homes” and revisit the vocabulary of decades, era and Victorian period. Children will use their HEARTS values to discuss the differences in classes. Within this unit, children will have the opportunity to discuss what is a valuable and reliable source when learning about our past and how we can use these to answer historical questions with accuracy.

### Geography



Children will be given the opportunity to enquire, explore, discuss and reflect upon their learning of the United Kingdom. They will be learning about the different countries and capital cities in the UK in addition to famous landmarks and key human and physical features.

Previously in EYFS, children will have been taught about what town they live in, what school they go to and their surrounding area. This will be extended into year 1 by learning about the country they live in, surrounding seas and countries in the UK.

In year 2, children will be extending their knowledge of the UK to include capitals cities, famous landmarks and surrounding oceans and channels.

Within this topic, we intend to continue extending the children’s understanding of their local area by identifying human and physical features, introducing new key directional vocabulary and skills related to using a compass and impart a new skill of local map reading.

By the end of the topic, children will have the skills to name all countries in the United Kingdom and surrounding seas. They will be able to discuss key landmarks and features in each UK country, whilst giving their opinion of what they believe to be the best location to visit to suit a purpose. Locational knowledge of the UK from this unit will be progressed further when children enter key stage 2, where they will learn about coastal regions in the UK as well as learning to locate and name counties within England.

### Science






Children will have the chance to identify a variety of materials and describe their physical properties. In year 2, this will build upon last year where they learnt about the suitability of materials for different purposes. In year 1, this will build on their knowledge from reception where children had the opportunity to explore a range of materials through continuous provision. Children will also learn to observe seasonal change across the four seasons and describe the weather associated with it. Later in lower key stage 2, children will have the opportunity to build upon their knowledge of materials by classifying materials, observing states of matter and their changing state. In upper key stage 2 they will then compare, and group materials based on properties.

### Religious Education (RE)



Children will have the opportunity to respond to the question “How did the Universe come to be?” They will be encouraged to think about this through a philosophical lens in order to build upon and begin to develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. Children will develop an understanding of the beliefs held in Christianity and Judaism as to how the universe came to be and they will be able to encounter how this is taught in Hinduism. They will develop the skills to compare the beliefs held across these different religions. This unit will build on children’s previous learning in reception, where they begin to understand religion and worldviews in terms of special people, places and objects and listen to and respond to religious stories that might raise interesting questions for them. It will further prepare children for lower key stage 2 where they will consider what the story of creation means to Christians and how it impacts their daily lives. They will also extend their knowledge by learning about the concept of ‘The Fall’ and the important teachings of forgiveness. Later in upper key stage 2, children will enquire and express whether the story of creation from Genesis and the scientific viewpoints of the universe’s

	<p>creation are conflicting or complimentary. Children will be encouraged to look at this current unit through a moral, ethical and logical viewpoint whilst understanding that different people believe different things.</p> <p>Once children have explored their philosophical understanding, they will go onto explore the theology lens, developing an understanding on “What does the Nativity story teach Christians about Jesus?” where children will build upon previous knowledge on understanding Christian beliefs. Children have previously explored parts of the Christian journey, however through learning what the Nativity teaches Christians about Jesus, pupils will be able to consider the practices and approaches towards Christianity. Similarly, children will have the opportunity to observe what this looks like in a local context by visiting a church or inviting a Christian visitor in, and then comparing these teachings by looking at the diversity of Christmas celebrations in different traditions. Children will be able to develop a sense of appreciation through Christian artwork and music and understand how beliefs and meanings are shown through expressive ways. Children will have the chance to ask questions and understand the life and teachings of Jesus through the Nativity. In KS2 children will build upon this understanding by interpreting sources and looking at wider influences upon society.</p>
<p><b>Computing</b></p> 	<p>Children will develop their understanding of what Information Technology is (IT) and begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals and libraries. Children will then investigate how Information Technology improves our world, and they will learn about the importance of using IT responsibly. This unit progresses children's understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term <i>information technology</i> and will be able to identify common features of IT. This unit also builds on the children's understanding of using technology safely and responsibly. There will be an online safety lesson surrounding online self-image and identity at the end of the unit. This lesson will build on children's understanding of what an 'online image' is and how they can protect themselves and nurture a healthy online presence.</p> <p>In the second half of the autumn term, children will explore a Digital Media Unit when children explore photography. Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>
<p><b>Art and design</b></p> 	<p>Children will explore, appreciate and respond to the work of Yayoi Kusama's 'Dots'. Children will use the influences from history alongside creative experiences from a range of cultures as they discover and appraise Japanese art. Children will develop the skill of creating patterns by using poster paint, water colours, oil pastels and felt tips. This will lead to children creating their own artwork inspired by Kusama around the topic of seasons. Children will learn how to mix colours gaining an appreciation and understanding of how the different seasons will affect colour choice and the production of secondary colours. Children will build on their prior knowledge from reception of colour mixing and their basic understanding of weather patterns within the four seasons. Later in key stage 2, children will use their knowledge of colour mixing primary and secondary colours to link to their pop art piece of work inspired by American artist Andy Warhol. This knowledge is extended further in year 5 and 6 where children will improve their mastery of art techniques as they produce work inspired by the work of Dutch artist Mondrian.</p>
<p><b>Design Technology (DT)</b></p> 	<p>Children will need to consider the user and purpose of the product they will design. They will investigate and evaluate existing products, thinking about how they are made and how they fulfil their purpose. This will include looking at how wheels turn on an axle and which mechanisms are best fit for the purpose of their vehicle. The children will then design their product for the desired purpose and user, adding in the components that they had previously looked at. Then, the children will apply their knowledge to make their product, using their design to help them. They will use their understanding on materials and components, mechanisms, structures and health and safety to carry out the making of their product. Finally, the children will evaluate their product to think about if it was fit for purpose and how they could improve further. This will then link to lower KS2 where they will know how to use pulleys, levers and linkages.</p>
<p><b>Physical Education (PE)</b></p>	<p><b>Games</b></p> <p>The unit will start by playing simple circle games to enable children to learn how to fluently and safely move around a space whilst avoiding collisions. Throughout the first half term, children</p>

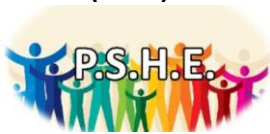


will build upon skills developed in reception where they have learnt how to negotiate spaces and obstacles safely, as well as practising and improving their throwing and catching. This term, children will learn a variety of throwing and catching techniques, from different heights and distances. They will start by throwing a beanbag underarm at a target as well as learning how to kick a beanbag correctly. These skills will progress as children move to throwing and catching a quoit at a target and using their skills to apply in a game. Their skills will be further developed in lower key stage 2 when the children will keep, adapt and make rules for net and ball games. In this unit, children will finally develop on previous learning by knowing the importance of playing a fair game and respecting each other, linking to our curriculum theme of cause and effect. They will be able to understand co-operation to not only help to reach a shared goal, but to build the esteem of others and build a love of games.

#### **Dance**

Children will create a short dance sequence based around the topic of weather and seasons by linking movements and actions. Children will explore actions and discuss what they like/ dislike and will be able to pick what they want to use in their individual routines in response to stimuli including music and props. Children will copy simple movement patterns from the teacher and learn how to use different levels of movement to mirror a partner's actions. Children will choose movements to make up their own phrases building on previous EYFS learning of moving and handling where they were taught to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Finally, children will remember, repeat and perform a short dance in a group, showing greater control, coordination and spatial awareness using rhythmic and dynamic qualities to express moods, ideas and feelings. Children's dance skills will be progressed in key stage 2 where they will learn how to perform in canon and unison as well as experimenting and varying spatial patterns, speed and tension.

#### **Personal, social, health and economics (PSHE)**



Children will develop a sense of responsibility and self-awareness of oneself. Children are familiar with ways to strengthen their own personal development and how the building of positive relationships by demonstrating good manners and sharing of opinions is achieved. This will deepen children's understanding of having a sense of belonging and a mutual respect for others. Children will develop a sense of responsibility and self-awareness of oneself by exploring ways of keeping safe in the home environment and in public. Children will learn the skills of developing respect and understanding towards others. They will learn to understand that they belong to different groups and communities such as family and school. Children will be equipped with the necessary tools to stay safe and identify any potential dangers or causes of harm to them or others around them. As children move into key stage 2, they will use these skills and knowledge to identify different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. Children will develop the value of hope and this unit will help them to form a vision of a better future.

#### **Music**



Children will build on their learning from reception and develop their skills of singing, improvising and playing classroom instruments. Children will continue to listen, compose and appraise music as well as continue their journey of improvisation. They will continue to build the confidence in exploring a variety of musical experiences, enabling them to enjoy appraising, composing and performing music. Children will learn to appreciate music, heritage and historical context. Through singing songs, children will learn about the structure and organisation of music and how to sing in tune with others. Children will continue to practice their skills in listening to and evaluating a piece of music. They will learn to talk about music they hear and music they make using appropriate vocabulary. As well as learning to sing, play, improvise and compose, children will appraise music across a range of periods, genres, styles and traditions including the works of the great composers and musicians. As pupils progress, they develop a critical engagement with music and are able to listen with discrimination. This learning will be further developed in KS2 where children will learn to sing and use their voices with pitch and develop an understanding of expression and dynamics.