





# HEARTS Curriculum – Termly Summary








## Key stage 1 (1/2) Autumn term B

### Topic Summary

<p><b>History</b></p> 	<p>This term children will immerse themselves in learning all about the First Lunar Landing and exploring how this event, and the individuals involved have impacted on our local and global environment. Children will have a further opportunity to learn about significant individuals, and events and the impact these have on their lives and the lives of others. Children will see how technology and science change our world and they will begin to develop a high regard for human achievements and the significance of the people involved in this monumental event. This learning will build upon their prior experience in eyfs where they will have looked at similarities between things in the past and now. The children will have some experience of placing individuals and events on a timeline and they will look at primary and secondary sources to inform their understanding of the events. This will aid them when they study a range of sources in key stage 2 and understand that there are different accounts of history which can be gained from studying documents, artefacts and databases. This will be further explored in key stage 2 when they identify key questions for their own lines of enquiry and consider the reliability of a range of sources.</p>
<p><b>Geography</b></p> 	<p>This unit will teach the children about the 7 continents and 5 oceans of the world. The children will explore the oceans and continents of the world and build upon their prior knowledge of EYFS knowing that people in different countries live in different types of houses and have different ways of life. Year 1 will build upon their prior knowledge of naming and locating the 4 countries in the UK and use this to name and locate the 5-7 continents and 3-5 oceans on a map and globe. Year 2 will build upon their prior knowledge of locating their local area in an aerial photo in a birds-eye view from above and use this to view the continents and oceans from above and understand that the different colours on a map and globe represent land, desert, deep water and shallow waters. The children will use basic geographical terms to talk about the human and physical features of the continents, explore the climate changes and make comparisons to how they live. This knowledge will progress later in key stage 1 and as children move into key stage 2 where they will explore locations within each of the world's continents in more detail. They will use maps from countries and locations across the world and deepen their understanding of what it is like for people living in the wide diversity of environments across the world.</p>
<p><b>Science</b></p> 	<p>By appreciating the wonders of the natural world, children will explore living things and their habitats this term. They will learn to identify animals in their habitats and describe how and why they have adapted to living there. This will be building upon prior knowledge of farm animals and the human body from eyfs. Later, in lower key stage 2, they will develop their understanding of classification and recognise that environments can change and that this can sometimes pose dangers to living things. In upper key stage 2, they will continue to extend their knowledge of classification and learn about micro-organisms.</p>
<p><b>Religious Education (RE)</b></p> 	<p><b>Autumn 1: Year 1:</b> Our focus this half term will be the core question: <b>What do my senses tell me about the world of religion and belief?</b></p> <p>In this unit, children will learn about the five senses and how they are engaged in religion and worship. Children will be learning about the Hindu religion, which will include exploring the worship practice of Hindu Puja. Children will look at various examples of religious visual art; including Murti (the Hindu image of deity), as well as various Hindu artefacts such as lamps. Children will be able to make connections using their senses and what they know about the world around them. Children will have had previous experience about the use of their senses in their science lessons in key stage 1 and will have explored these in eyfs in their understanding of the world. Children in Year 2 will have experienced the Hindu religion when they looked at the creation of the Universe and compared and contrasted religious views. This will further prepare them as they move into key stage 2 when they will be looking at how Hindus make sense of the world and this will be further developed through the philosophical and theology lenses asking questions such as “What do we mean by Truth – is seeing believing?” and “where do religious beliefs come from?”. Children will be able to ask questions about the world and use their senses to investigate worship in different religious traditions. They will use their senses to justify their own beliefs.</p> <p><b>Autumn 1: Year 2:</b> Our focus this half term will be the core question: <b>Why is light an important symbol for Christians, Jews and Hindus?</b></p>

	<p>In this unit children will learn about the Christian belief that Jesus is the Light of the World (John 8:12). They will build upon their previous learning in eyfs when they looked at the meaning behind Diwali, and find out how the Diwali story reflects Hindu beliefs about good and evil. Having previously looked at a day in the life of a Jewish child in Year 1, children will now be able to explore in more detail how the Hanukkah story reflects Jewish beliefs about God as a provider. Children will discuss the symbolic meaning of lighting the Shabbat Candle. By the end of the unit, children will be able to retell at least one narrative where light is an important symbol. They should recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. Children will be able to give an example of how Christmas, Hindu and Jewish beliefs (and the symbolism of light) guide their daily lives. As part of the theology lens, children will be able to explain how beliefs shape the way believers see the world and each other. This will build on their knowledge in key stage 2 when they learn about how religious groups contribute to society. They will look in more detail at the diversity of belief and look at how people express commitment to a religion or world view in different ways.</p> <p><b>Autumn 2: Year 1:</b> Our focus this half term will be the core question: <b>How does a celebration bring a community together?</b> Children will explore this topic through the Human and Social Sciences lens thinking about Christianity and the Islam faiths. They will be encouraged to build upon and begin to develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. This will build upon prior knowledge of the Christian celebrations of Easter and Christmas taught in eyfs. Children will have the opportunity to look at the diversity of celebrations and different traditions and will explore the diverse nature of religion. They will recognise that different people have different beliefs and that some people follow religions and others non-religious worldviews. Children will have the opportunity to recognise that beliefs can have an impact on a believer’s daily life, their family or local community. This learning will further prepare children for lower key stage 2 where they will look more deeply into the meaning behind the Easter Festival and what it means to Christians and look more closely at the concepts of incarnation and salvation. Later in upper key stage 2, children will enquire and express, through the philosophical lens, the story of Easter and the cultural expressions of the Christian faith and how these are interpreted. This will be addressed in this unit when children look at how Easter is celebrated around the world.</p> <p><b>Autumn 2: Year 2:</b> Our focus this half term will be the core question: <b>What does the Nativity teach Christians about Jesus?</b></p> <p>Children will explore this topic as theologians interpreting this story through a theology lens, developing an understanding on “What does the Nativity story teach Christians about Jesus?” Children will build upon previous knowledge on understanding Christian beliefs. They will be able to explore where beliefs come from, retell a narrative and recognise a link with particular beliefs. They will begin to make connections about how beliefs relate to each other and shape the way believers see the world and each other. This unit will build on children’s previous learning in eyfs, where they begin to understand why Christians perform Nativity plays during Christmas, allowing children to develop a sense of appreciation through Christian art work and music. Children will have the chance to ask questions and understand the life and teachings of Jesus through the Nativity. This will further prepare children for lower key stage 2 where they will consider what philosophy is and how people make moral decisions and how this impacts daily life. Later in upper key stage 2, children will build upon this understanding by comparing how and why religions bring peace and conflict. This allows children to build upon their understanding by interpreting sources and looking at wider influences upon society.</p>
<p><b>Computing</b></p> 	<p>During this term, children’s learning will focus on where and how they can use information technology safely. They will also consider who we can tell if they are worried or upset about something online. Children will learn how to type on a keyboard and use the mouse or trackpad to move text around the screen. Children in year 2 will learn how to use information technology, for example they will learn how to create an algorithm and to find information. They will also be able to name key features of technology. This unit will build upon prior knowledge of trusted adults and identifying technology at home and school from eyfs, as well as building on being able to recognise how technology can help us from Year 1. Knowledge of Information technology will be progressed further in lower key stage 2 when they learn about different computing systems and how to connect computers with a focus on input, processes and outputs.</p>
<p><b>Art and design</b></p>	<p>Children will explore, appreciate, and respond to the work of Chris Gryder. Children will focus on knowing how to create clay techniques based on work of an artist. Children will explore and practise specific techniques using play dough and clay to create their own high-quality art using the different techniques, incorporating them into one final piece. This will lead to children creating their own clay sculpture. Children will build on their prior knowledge of knowing how to</p>

	<p>form clay in different shapes from eyfs to being able to use a range of techniques to form their sculpture tile. Children will learn to join clay by scoring the surface and applying the slip method. Children will develop this skill further in key stage 2 as they use wires to create a more complex structure in the form of a human body.</p>
<p><b>Design Technology (DT)</b></p> 	<p>In key stage 1, 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. They will explore different types of moving pictures such as a pop-up book. They will think about the user and purpose of their moving picture, as well as the appearance of their moving picture. Children will apply their knowledge to make their product, using their design to help them. They will then use their understanding of different mechanisms to carry out the making of their product. Finally, the children will evaluate their product against their design criteria and looking closely at how they could improve further. This will then link to lower key stage 2 where they will know how to use mechanical systems including pulleys, levers and linkages and pneumatic systems to create movement.</p>
<p><b>Physical Education (PE)</b></p> 	<p><b>Games</b> - 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 half term, children will build upon skills developed in eyfs 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. This learning will be further developed in lower key stage 2 where 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 of love of games.</p> <p><b>Dance</b> – Linking to the theme of space this term, children will create a short dance sequence based 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 a mirror a partner’s actions. Children will choose movements to make up their own phrases building of 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.</p>
<p><b>Personal, social, health and economics (PSHE)</b></p> 	<p>Children will be exploring a range of topics from the three main strands in PSHE: Physical Health and Wellbeing, Living in the Wider World and Relationships. In this unit of work, children will be able to understand what a rule is and why we have them. They will be able to recognise a positive choice and how they can lead to happiness, as well as consequences. Children will also be taught about the importance of keeping their teeth clean and maintaining good dental hygiene. They will also look at their own personal hygiene and be able to name a range of ways to look after their bodies and keep it clean. This learning will build upon their prior experience in eyfs where children will be able to talk about themselves, their family and their school as part of their “Marvellous me” topic. Later, in lower key stage 2, children will develop their understanding further as they will look at differing families and how they are structured.</p>
<p><b>Music</b></p> 	<p><b>Year 1</b></p> <p>In this unit, children will learn to listen compose and appraise a piece of music. Children will continue their journey of composition improvisation through Old School Hip Hop. They will continue to build the confidence in exploring a variety of musical experiences, enabling them to enjoy appraising, composing and performing music. Building on learning from eyfs, children are becoming more competent in understanding and discussing the dimensions of music through singing, improvising and playing classroom instruments. Children will learn to appreciate music, heritage and historical context. Through singing songs, children will learn about the structure and</p>

organisation of music and how to sing in tune with others. Children will learn to talk about music they hear and music they make using appropriate vocabulary. This will ensure that children are fully prepared for their journey into year 2. As well as learning to sing, play, improvise and compose with the song "Hey You" children will listen and appraise other Old-School Hip Hop tunes. Across the Primary Phase this includes music across a range of periods, genres, styles and traditions including the works of the great composers and musicians. As pupils progress into key stage 2, they will develop a critical engagement with music and are able to listen with discrimination.

**Year 2**

Children will continue their journey of composition and improvisation through South African Music. Building on learning from Year 1, children are becoming more competent in understanding and discussing the dimensions of music through singing, improvising and playing tuned and untuned instruments. This unit emphasises the musical activities which develop knowledge and application in rhythm and improvisation. It also contains opportunities for appraisal, singing and instrumental performance. Children will know that music has a steady pulse, like a heartbeat and that we can create rhythms from words, our names, favourite food, colours and animals. Children will learn to treat instruments carefully and with respect as they play a tuned instrumental part to create a simple melody using one to four notes. They will learn to appreciate music, heritage and historical context. Through singing songs, children will learn that they can make different types of sounds with their voices. Children will also learn to talk about music they hear and music they make using appropriate vocabulary. This learning will be further developed in lower key stage 2 where children will learn to sing and use their voices with pitch and develop an understanding of expression and dynamics. Children will then be fully prepared for their journey into upper key stage 2 where they will learn how to sing part songs in rounds with control, expression, phrasing and dynamics.