



OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD	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.		
THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL	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, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.	Our curriculum is creative , developing memorable experiences so that children are enthused by their learning, which creates 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 of our community.	Our curriculum is collaborative . Children build emotional resilience and develop their articulation and self-confidence. 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 others and recognise that everyone can achieve success.

Year 1 - Fire! Fire!

Experiences

Launch

Summer homework to design and make a fire engine (to be displayed in the classroom).

Local firefighters to visit school with a fire engine.

Fire drill with Mr Wood.

Landing

Invite Parents in to look at their children's work. Children to share their books and work. Parent Activity – Build London Town in 1666. Use junk modelling and a variety of materials.

Wider use of the environment

Trip to Aston Hall to learn about The Great Fire of London.

Science

Skills as a scientist	Substantive Knowledge	Key Vocabulary
<p>I can observe closely, using simple equipment (incidental teaching with children's clothing for break times, Plants, and hygiene topic).</p> <p>I can perform simple tests. (Which material would be best for a window? when washing hands)</p> <p>I can identify and classify (plant hunt activity, animal characteristics, animals diet activity)</p> <p>I can ask simple questions and recognise that they can be answered in different ways (this will be done in every lesson, prompting the children to ask the questions: how, why, what if)</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data (using a table format) to help me answer questions (labelling, verbal post it notes written by adults, lunch box activity).</p>	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials including wood, plastic, glass, water, and rock. Distinguish (by grouping and classifying) between an object and the material which it is made such as scissors, paper, glass, and pencils. Describe some of the physical properties of everyday materials. Use their senses to describe them (bendy, rough etc.). Compare and group together a variety of everyday materials based on their simple physical properties. Plot on a Venn diagram. Use this knowledge to decide which material would be best to create a window (link to History topic) and explain why. <p>Scientist: Romans (they were the first to have some form of glass window 100CE).</p>	<p><u>Everyday Materials</u></p> <p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p>

History

Skills as a historian	Substantiative Knowledge	Key Vocabulary
<p>Chronological understanding</p> <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages <p>I can place events on a timeline within a set period, using equal intervals, which are given,</p>	<ul style="list-style-type: none"> Understand the concept of past and present. Understand the events of the Great Fire of London. Starting with their own timeline of own life (intervals of one year). Moving onto events within the GFoL; sequence events in order 	<p>Long ago Before Now Then Past Present</p>
<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Compare London of 1666 to today Compare modern and Elizabethan houses. Look at different types of houses we have in our lives and separately the house there were in Elizabethan times (rich and poor) Make comparisons to your house and a rich Elizabethans' house and poor Elizabethan's house. 	<ul style="list-style-type: none"> Know about the people who lived and worked in London in 1666 and some events of their everyday life <ul style="list-style-type: none"> Jobs Clothes Fun What are they made from? How were they built? How many rooms for the size of the family? 	<p>Artefacts Sources Diaries Senses My life Elizabethan Great Fire of London</p>
<p>Interpretations of history</p> <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? I can use key vocabulary to describe events of the past. 	<ul style="list-style-type: none"> Retell events of the GFoL Understand the events of the Great Fire of London. Use this knowledge to retell the main events. Before: Thomas Farriner's Pudding Lane Bakery Days it started 1 am 2 September 1666 Spread 	<p>Main events 2nd September 1666. Rich Poor</p>

	Lasted nearly 5 days	
Historical enquiry <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g., artefacts I can answer questions about the past from a primary source of evidence. Look reasons for who GFoL may have started. Which is the most reasonable 	<ul style="list-style-type: none"> Know who Samuel Pepys was and how he is important to the events of The Great Fire of London. He was there and we know this as he wrote about it in his diary (artefact) What caused the fire? <ul style="list-style-type: none"> caused by a spark from his oven falling onto a pile of fuel nearby Thomas left the oven on for long and burnt the bread the weather 	

Geography

Skills as a Geographer	Substantive Knowledge	Key Vocabulary
<u>Place Knowledge</u> <ul style="list-style-type: none"> Express my views on features of the environment of my town and a city and how they differ. Link human activities to key places. <u>Human and physical geography</u> <ul style="list-style-type: none"> Make observations about human features of localities. <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> Use aerial photographs to compare Cannock and London and recognise simple landmarks. Use resources including photographs that are given to me, and my own observations, to ask and respond to questions about places and environments. 	<u>Place Knowledge</u> <p>Three key features of our locality</p> <ul style="list-style-type: none"> Cannock - Church, shops, and offices. (Children to investigate local community). <p>Three key features of a city-London</p> <ul style="list-style-type: none"> Tower of London Buckingham Palace Westminster Cathedral <p>Describe how they are different</p> <u>Human and physical geography</u> <p>Use geographical vocabulary</p> <ul style="list-style-type: none"> City, town, village, factory, farm, house, office, shop <u>Geographical skills and fieldwork</u> <p>Plan a simple route around our locality using a map, and key vocabulary identifying landmarks, human and physical features.</p>	city, town, church, park, village, factory, house, shop, near and far; left and right], forwards backwards

DESIGN TECHNOLOGY

Skills as a design and technologist	Substantive Knowledge	Key Vocabulary
<u>Food - Bread</u> Risk assessment - see Mr Wood <u>Explore</u> <ul style="list-style-type: none"> I can think of ideas and recognise characteristics of familiar products (bread). I understand where food comes from (bread). 	<u>Explore</u> <ul style="list-style-type: none"> I know bread comes in different forms and tastes differently. I know the names of different types of bread. For example, Pitta, Naan, Baguette I know why we knead bread. I know what a recipe is and why we need it. 	Cut Measure Weigh Scales Ingredients Recipe

<u>Design</u> <ul style="list-style-type: none"> • My plans show that, with help, I can put my ideas into practice. • I can use pictures and words to describe what I want to do. <u>Make</u> <ul style="list-style-type: none"> • I can explain what I am making and which tools I am using. • I can use tools to cut, mix, shape ingredients safely and hygienically with help. • I can use tools to measure or weigh using measuring cups or electronic scales. • I can be hygienic when preparing food. • I can use the basic principles of a healthy and varied diet to prepare dishes <u>Evaluation</u> <ul style="list-style-type: none"> • I can talk about my own and other people's work in simple terms. • I can describe how a product works. 	<u>Design</u> <ul style="list-style-type: none"> - I know what ingredients are needed to make bread. - I know what tools I need to make bread. - I can design what my bread with look like. For example, roll, baguette, spiral. <u>Make</u> <ul style="list-style-type: none"> - I know and understand that clean hands prevent the spread of germs. - I know what the role of different ingredients are in bread and the effects they have on each other. - I know what tools I need to carry out tasks. For example, a spoon to stir, a knife to cut, hands to kneads. - I know how to measure ingredients. <u>Evaluation</u> <ul style="list-style-type: none"> - I know what I like about my product. - I know how my product changed when it was cooked. - I know what skills I used to make the bread. 	Knead Wholemeal Pitta Naan Baguette Grain flour
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Art

Skills	Knowledge	Key Vocabulary
<u>Drawing</u> Draw lines of different and thicknesses and different shapes, produce thick lines, fine lines, straight, curved, circular. Using pencils at first then pastels to create swirling effects for smoke and straight for buildings. Use different parts of the pencil to create different effects (tip, side). <u>Collage</u> Can cut, tear, roll and scrunch paper, textiles, and card for their collages (of fire and flames): use different sizes of paper; twisting, rolling, scrunching; cutting; tearing to create different shapes; different thicknesses. Use different materials: fabric; paper; sugar paper; crepe paper; cellophane; card; tissue paper	<u>Drawing</u> Know what I think about my work, including saying which skills and techniques I have used to create it and saying what I like about my work. Know what medium I have used. <u>Collage</u> Know what a collage is. Know that different effects can be made through layering, putting different materials together and choosing colours to represent an image or create an effect. Know that there are a variety of materials, shapes, and techniques that I can use to create a collage, / Know what materials I used to create my collage. The Great Fire of London 1666 – 10 Surprising Facts - HistoryExtra	Thick Fine Pastel Pencils lines

COMPUTING

Skills as a Computer Scientist	Knowledge	Key Vocabulary
<p><u>Online Safety</u> <u>Managing online Information</u></p> <ul style="list-style-type: none"> • Give simple examples of how to find information using digital technologies. <p><u>Health, well-being, and lifestyle</u></p> <ul style="list-style-type: none"> • Explain rules to keep myself safe when using technology both in and beyond the home. <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> • Explain how passwords are used to protect accounts, information, and devices. • Recognise more detailed examples of information that belongs to someone (e.g. where someone lives, school name, family name) <p><u>Word processing</u></p> <ul style="list-style-type: none"> • Type with two hands. • Use shift, space, and enter correctly. • Use undo and redo. • Make text bold, italic and underlined. 	<p><u>Online Safety</u> <u>Managing online Information</u></p> <ul style="list-style-type: none"> • Know / understand that we can encounter things online that we like or don't like as well as things which are real or make believe. • Know how to get help from a trusted adult. <p><u>Health, well-being, and lifestyle</u></p> <ul style="list-style-type: none"> • Know why it is important to have rules to keep ourselves safe when using technology. <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> • Know why passwords are used to protect accounts, information, and devices. • Know what persona information is (e.g. where someone lives, school name, family name) <p><u>Word processing</u></p> <p>Know where the shift, space and enter keys are on a keyboard.</p>	<p><u>Online Safety</u> <u>Managing online Information</u></p> <p>Devices (Alexa, google, siri) Swipe</p> <p><u>Health, well-being, and lifestyle</u></p> <p>Rules Safe online</p> <p><u>Privacy and security</u></p> <p>Passwords</p> <p><u>Word processing</u> Shift Space bar Enter Undo Bold Italic Underlined</p>

PSHE

Me in my World	<p>I can understand what it means to feel safe and special in my class. I know what safe means to me. I understand and explain that our school rules are there to keep us safe. I can describe what special feels like. I can identify things that are special to me.</p> <p>I can understand my rights and responsibilities as a member of my class. I know I belong to my class. I know what a right is. I know my roles within the classroom. I know I am part of the class. I know what it means to belong.</p> <p>I can understand my rights and responsibilities as a member of my class. I know how to make my class a safe place for everybody to learn. I know what a right is. I know my roles within the classroom. I know our rules are there to keep us safe. I know how to stay safe in the classroom. I know what is unsafe. I know why safety is important at school.</p> <p>I know my views are valued and contribute to the Learning Charter. I can recognise how it feels to be proud of an achievement. I know what the Learning Charter is. I know what being proud looks like. I can describe what proud feels like. I know what an achievement is.</p> <p>I can recognise the choices I make and understand the consequences. I can recognise the feelings when I face certain consequences. I know what a consequence is. I know what a good choice is. I can say what good choices I make.</p>	<p>Class discussion about what toys they like and dislike, which is their favourite and why. Discussion around some people might like something different.</p> <p>Discussion around pictures, talk about the emotions the children are feeling. Talk about what makes us happy, sad, angry etc. Discuss strategies as a class about how we can help ourselves when we are feeling sad/angry.</p> <p>Role-play a scenario where</p>	<p>Consequences Upset Disappointed Illustration Responsibilities Learning Charter Rewards Proud Rights Safe Special Calm Belonging Special</p>
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	I can understand my rights and responsibilities within our Learning Charter. I can understand my choices in the following Learning Charter. I know what rights are. I know what having a right means. I know my right to learn in school. I know what the Learning Charter is.	T/TA don't play together nicely. Discuss solutions to the problem as a class.	
Celebrating difference	<p>I can identify similarities between people in my class. I can tell you some ways I am the same as my friends. I know what similarities are. I know what I look like. I know my hair colour. I know my eye colour. I can recognise features in others.</p> <p>I can identify differences between people in my class. I can tell you some ways I am different from my friends. I know what differences are. I know what I look like. I know my hair colour. I know my eye colour. I can recognise features in others.</p> <p>I can tell you what bullying is. I can understand how bullying might feel. I know what our school rules are. I know what the word bullying means. I know what bullying can look like. I know what do to if I am being bullied.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are being bullied. I know what our school rules are. I know what the word bullying means. I know what bullying can look like. I know what do to if I am being bullied. I know what being kind looks like in our school. I know how to make new friends. I know how it feels to make a new friend. I know what a friend is. I know who my friends are. I know why friends are important. I know what I need to do to be a good friend.</p> <p>I can tell you some ways I am different from my friends. I can understand these differences make us all special and unique. I know what friends are. I know what differences are. I know what special means. I know what being unique means. I can understand why we are different.</p>	<p>Children are to use a Gingerbread man's T-Shirt to write ways they are like their partner. Take photos of the children placing their T-Shirt onto their Gingerbread person.</p> <p>Children are to use a Gingerbread man's shorts to write ways they are like their partner. Take photos of the children placing their shorts onto their Gingerbread person.</p> <p>Discuss examples of bullying. Explain the difference between bullying and 'one off' incidents. Children look at pictures of incidents and discuss if they think they are bullying. Children will then create their own anti bullying slogan and write it on the hat. Add this to their Gingerbread person.</p> <p>Children are to use a Gingerbread man's shoes to write 2 ways they can help someone being bullied. Take photos of the children placing their shoes onto their Gingerbread person.</p> <p>Children are to write on friendship tokens one thing that thy could offer to a new friend. Share ideas as a class.</p> <p>Children are to complete a celebrating me label. On one side they are going to write/draw what makes them special/unique. On the other side of the label the children complete the sentence stem: 'One way I am kind to people in my class is...'</p>	<p>Similarity/similar</p> <p>Same as</p> <p>Different from</p> <p>Difference</p> <p>Bullying</p> <p>Bullying behaviour</p> <p>Deliberate</p> <p>On purpose</p> <p>Unfair</p> <p>Included</p> <p>Bully</p> <p>Bullied</p> <p>Celebration</p> <p>Difference</p> <p>Special</p> <p>Unique</p>

Music

Skills as a musician	Substantive Knowledge	Key Vocabulary
<p>Performing</p> <p>Explore making different sounds with the voice and percussion instruments.</p> <p>Sing and chant fire related songs and rhymes (for example, London Burning) in unison.</p>	<p>Performing</p> <p>Recognise visual signs for start, stop, mime actions, sing in your head.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p>

<p>Begin to sing in tune using melodies that move mainly by step and include small intervals.</p> <p>Start and stop at the appropriate time.</p> <p>Follow a leader when Performing as a group.</p> <p>Clap along to the pulse of a piece of music</p> <p><u>Composing</u></p> <p>Say words/rhymes and clap/play to create simple rhythmic patterns.</p> <p>Add sound effects to a firework poem as a class and then in small groups.</p> <p><u>Aural awareness</u></p> <p>Copy back simple rhythmic patterns and melodies.</p> <p>Recognise pitch as high or low.</p> <p>Feel if the tempo is fast or slow by responding to the pulse.</p> <p>Recognise differences in dynamics as loud or soft.</p> <p><u>Evaluating</u></p> <p>Say what they like about their own and other performances and compositions.</p> <p>Talk about how the music makes them feel.</p>	<p>Know and sing the songs: Loaves, Bread, Pudding and Pie; London's Burning; Flow, Flow.</p> <p>Know the names of these un-tuned percussion instruments and how to play them: tambourine, shaker, bell, claves, maraca.</p> <p><u>Composing</u></p> <p>Know that in simple graphic notation - one sign represents a sound or group of sounds (pictorial notation)</p> <p>Know the meaning of the words, composition, and conductor</p> <p><u>Aural awareness</u></p> <p>Know that tempo can be fast or slow</p> <p>Know that pitch can be high or low</p> <p>Know the meaning of the words: pulse, rhythm, dynamics</p>
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PE

Skills as an athlete	Substantive Knowledge	Key Vocabulary
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else is giving their idea. - I can follow instructions based on a job role. <p><u>Fitness</u></p> <ul style="list-style-type: none"> -I can do 60 minutes of active exercise in a day. <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> - I can say what safe means to me. -I can begin to identify actions/areas that may be unsafe. - I can begin to set up equipment and apparatus safely. <p><u>Competition</u></p> <ul style="list-style-type: none"> - I can compete against my peers. - I can win and lose without becoming upset. - I can be pleased for the winner. 	<p><u>L1 (Teamwork game)</u></p> <p>Showtime (Activity 3)</p> <p><u>L2</u></p> <p>Alien Invasion (Activity 5)</p> <p><u>L3</u></p> <p>Cross the river (Activity 9)</p> <p><u>L4</u></p> <p>Blindfold orienteering</p> <ul style="list-style-type: none"> - I can give clear instructions to a partner. - I can guide my partner around obstacles using my voice. - I know how to listen to a partner to avoid obstacles. <p><u>L5</u></p> <p>Floor is lava polar bear dash (Activity 12)</p> <p><u>L6 & 7</u></p> <ul style="list-style-type: none"> - I can make up my own team game with a group. - I can set out the equipment. - I can demonstrate how to do it. - I can explain the rules. 	<p>Rules</p> <p>Teamwork</p> <p>Sportsmanship</p>

<p><u>Leadership</u> - I can lead a partner.</p> <p><u>Healthy Lifestyle</u> - I can identify the changes I can feel when I exercise (heart rate, breathing, sweating) - I can begin to understand why I need to exercise. - I can take part in a warm-up and cool down.</p> <p><u>Evaluation</u> - I can make a positive comment on another's performance. - I can explain how I did something.</p>	<p>Stimulus - Pierre Boulez - <u>Feu d'artifice, Op. 4</u>: https://www.youtube.com/watch?v=T7OPUirCSOM</p> <p><u>L1</u></p> <ul style="list-style-type: none"> - I can use various jumps: pencil jump, half star. - I know how to land and take off safely using bended knees. <p><u>L2</u></p> <ul style="list-style-type: none"> - I can move to stimuli with different actions. I can justify my choices. e.g I want to _____ because _____. - I can follow shapes and patterns shown to me. - I can use various jumps: pencil jump, half star. <p><u>L3</u></p> <ul style="list-style-type: none"> - I can follow the leader's movements e.g. walking, skipping, jumping. - I can move to stimuli with different actions. I can justify my choices. e.g I want to _____ because _____. <p><u>L4</u></p> <ul style="list-style-type: none"> - I can do swirling, spinning, turns, sinking movements. - I can change direction safely. - I can move to stimuli with different actions. I can justify my choices. e.g I want to _____ because _____. <p><u>L5 & 6</u></p> <ul style="list-style-type: none"> - I know how to effectively join movements together to create a short, simple sequence. - I can move to stimuli with different actions. I can justify my choices. e.g I want to _____ because _____. - Link to evaluation. 	<p>Shape Pattern Sequence Movements Walking/skipping/jumping Spinning/swirling/turning Direction</p>
	<p>Children will engage in Forest School activities during this half term.</p>	

	<p>Several stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness.</p> <ul style="list-style-type: none"> - I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) - I can select & use a wide range of compositional skills to demonstrate ideas. - I can participate for at least 90% of the lesson with full enthusiasm. - I can stretch my muscles, using my knowledge of which muscles will be used. - I can touch my toes both standing and sitting and can guide others to follow suit. - I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. - I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. - I know that a warmup and cool down is essential to prevent injury. 	<p>Warm up Cool down Muscle groups Arms: forearms, triceps, biceps, shoulders Legs: quads, hamstrings, calves, glutes Core: abdominal, chest, back</p>
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RELIGIOUS EDUCATION

Skills as a theologist	Disciplinary Knowledge	Key Vocabulary
<p>Au1 - The Creation Story Concept: God/ Creation Key Question- Does God want Christians to look after the world?</p> <p><u>Christianity</u></p> <p>I can say how it felt to make something during my time at school, for example, a tower. Following this, I can explain how I would feel if someone damaged my creation.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>I can remember the Christian Creation story and talk about chronologically.</p> <p>I can start to talk about how I think the world got here.</p>	<p>God Creation Story Adam and Eve</p>
<p>Au2 - Christmas Concept: Incarnation Key Question- What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><u>Christianity</u></p> <p>I can talk about a gift that is special to me, for example, a Christmas present.</p>	<p>I can remember the main events of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus, using ones in the Christmas story as ideas.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	<p>Christians Christmas Bethlehem Gold Frankincense Myrrh Wise Men Mary Joseph</p>

<u>English links: (reading and writing)</u> Poster Comparison Prediction Instructions Recount Senses Advert Evaluation Sequencing events	<u>Maths links:</u> - Weighing and measuring - Sequencing events (ordinal numbers) - Days of the Week	<u>ICT links:</u> Google Earth Videos Sound effects
<u>Community engagement:</u> Parent's involvement in summer projects. Dojo Trip to Aston Hall Firefighters to visit school	<u>Values included:</u> Effort Teamwork Ambitions and Aspirations Self-belief Respect	<u>Moorhill moment to be delivered:</u> Collect leaves