



Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.



### EYFS/Year 1 Curriculum Long Term Plan

Year	Subject	Autumn	Spring	Summer
Core Values		<i>RESPECT COMPASSION INTEGRITY HOPE PERSEVERANCE</i>		
2020-2021	Secrets to Success	Try New Things.pdf Concentrate.pdf Work Hard.pdf	Push Yourself.pdf Imagine.pdf	Improve.pdf Understand Others.pdf Don't Give Up.pdf
	RE Autumn 1	<p><b>God</b></p> <p>What do Christians say God is like? Why is the idea of God the creator important to Christians?</p>	<p><b>Kingdom of God</b></p> <p>What kind of king might Jesus have been? What did Jesus say about the kingdom of God?</p>	<p><b>Discipleship</b></p> <p>Why did the first disciples change their lives when they met Jesus? Why did Zacchaeus change when he met Jesus?</p>
	Autumn 2	<p><b>Incarnation</b></p> <p>Why do Christians perform nativity plays at Christmas? What can be learnt about Jesus from the nativity story?</p>	<p><b>Resurrection</b></p> <p>How was Easter Day different from Good Friday? Why are Christians happy on Easter day? What happens in church at Easter? Why was the empty tomb good news for Christians?</p>	<p><b>Holy Spirit</b></p> <p>What do Christians say the Holy Spirit is like? How did the Holy Spirit change the disciples after the Day of Pentecost?</p>
	PSHE Autumn 1	<p><b>All About Me inc. Diversity &amp; Difference</b></p> <p>To identify themselves in positive terms. To describe their identity in relation to common factors. That all people are different, including what these differences might be, and that this is okay. To identify those in their lives who can help and support them.</p>	<p><b>Staying safe &amp; Managing Risk</b></p> <p>To identify typical hazards in the home. Basic first-aid, including calling 999, DRABC, the recovery position, CPR, and how to respond to burns, bleeds and head-bumps. Safe use of products including: what can be put on the body, what can be put in the body, what can only be given by a parent or medic. NSPCC's PANTS are Private</p>	<p><b>Children's Rights &amp; Health &amp; Self-care</b></p> <p>That they have human rights, that those rights are legally binding, and what those rights are. That some children's rights are not cared for and what can be done to help. Sun Safety What 'health' is, how we can monitor our own health and what can be done to care for it.</p>
	Autumn 2	<p><b>Emotional Health &amp; Wellbeing</b></p> <p>A range of vocabulary to identify and articulate their emotions. The purpose of each emotion A range of strategies to support the management of negative emotions and the maintenance of positive emotions. How their actions can impact the emotions of others.</p>	<p><b>Staying safe &amp; Managing Risk</b></p> <p>Road safety Water-safety Fire safety</p>	<p><b>SRE</b></p> <p>That there are biological differences between boys and girls. The scientific names of the private body parts, reinforcing the PANTS are Private rule. What positive friendships and familial relationships look like, reinforcing their human rights. That families all look different.</p>
	PE	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p>	<p>Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p>



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<b>History</b>	<p><b>Dig for victory: World War II</b> Events beyond living memory that are significant nationally or globally. Lives of significant individuals in the past who have contributed to national and international achievements - Winston Churchill</p>	<p><b>Significant historical events, people and places in their own locality.</b> <b>Changes within living memory</b> History of the River Dane</p>	<p><b>Olympics throughout the past</b> Events beyond living memory that are significant nationally or globally</p>
<b>Geography</b>	<p><b>Location knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>Our local area. Location knowledge:</b> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p>	<p><b>Place knowledge: Carnivals and well dressings/Olympics</b> 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</p>
<b>Science</b>	<p><b>Working Scientifically</b> <b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Everyday materials</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed..</p>	<p><b>Working Scientifically</b> <b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Animals including humans</b> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Working Scientifically</b> <b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Plants</b> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p>
<b>DT</b>	<p><b>Using different materials to make a shelter for a family in WWII</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Materials</p>	<p><b>Moving person</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Mechanics</p>	<p><b>Textiles - carnival costumes</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Textiles</p>
<b>ART</b>	<p><b>Printing using different materials</b> Develop ideas. Master techniques: printing Take inspiration from the greats</p>	<p><b>Painting patterns of animals</b> <b>Drawing local area</b> Develop ideas. Master techniques: painting/drawing Take inspiration from the greats</p>	<p><b>Textiles - carnival costumes</b> <b>Collage/mosaics for well dressings</b> Develop ideas. Master techniques: collage/textiles Take inspiration from the greats</p>
<b>Music</b>	<p>Rhythmic development - drumming Pitch development - vocal work</p>	<p>Glockenspiels - colour reading</p>	<p>Instrumentation Music for stories</p>
<b>English</b>	<p><b>Text/Genre focuses to link with topics:</b></p>	<p><b>Text/Genre focuses to link with topics:</b></p>	<p><b>Text/Genre focuses to link with topics:</b></p>



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Curriculum enrichment			
Year	Subject		Summer
Core Values	RESPECT COMPASSION INTEGRITY HOPE PERSEVERANCE		
2021-2022	<b>Secrets to Success</b> Try New Things.pdf Concentrate.pdf Work Hard.pdf	Push Yourself.pdf Imagine.pdf	Improve.pdf Understand Others.pdf Don't Give Up.pdf
RE Autumn 1	<b>Good News</b> What good news stories did Jesus tell? Establish what good news is. How does the Bible show Jesus living his life as good news?	<b>Forgiveness</b> Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes? Why did Jonah change his mind? (Jonah Chapters 1-3) How does prayer help Christians start again?	<b>Creation</b> What does the creation story teach Christians about God? How did Adam and Eve spoil creation in Genesis? Why do Christians look after their local environment?
Autumn 2	<b>Christian Community</b> What is the church? Why is the local church linked to our school? How do Christians worship God in church? Why is the Bible important to Christians? What do Christians mean when they use the word church?	<b>Salvation</b> Why do Christians put three crosses in an Easter garden? How is the cross an important symbol for Christians? What do Christians believe about salvation?	<b>Judaism</b> Why is Joseph important to Jewish people? How do Jews show love for God in everyday life? Why is the escape from Egypt important to Jewish people?
PSHE Autumn 1	<b>All About Me inc. Diversity &amp; Difference</b> To identify themselves in positive terms. To describe their identity in relation to common factors. That all people are different, including what these differences might be, and that this is okay. To identify those in their lives who can help and support them.	<b>Staying safe &amp; Managing Risk</b> To identify typical hazards in the home. Basic first-aid, including calling 999, DRABC, the recovery position, CPR, and how to respond to burns, bleeds and head-bumps. Safe use of products including: what can be put on the body, what can be put in the body, what can only be given by a parent or medic. NSPCC's PANTS are Private	<b>Children's Rights &amp; Health &amp; Self-care</b> That they have human rights, that those rights are legally binding, and what those rights are. That some children's rights are not cared for and what can be done to help. Sun Safety What 'health' is, how we can monitor our own health and what can be done to care for it.
Autumn 2	<b>Emotional Health &amp; Wellbeing</b> A range of vocabulary to identify and articulate their emotions. The purpose of each emotion A range of strategies to support the management of negative emotions and the maintenance of positive emotions. How their actions can impact the emotions of others.	<b>Staying safe &amp; Managing Risk</b> Road safety Water-safety Fire safety	<b>SRE</b> That there are biological differences between boys and girls. The scientific names of the private body parts, reinforcing the PANTS are Private rule. What positive friendships and familial relationships look like, reinforcing their human rights. That families all look different.
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,	Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance,	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a



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	and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	agility and co-ordination, and begin to apply these in a range of activities	range of activities Participate in team games, developing simple tactics for attacking and defending
<b>History</b>	<b>The local area - If you go down to the mill/farm today.</b> <b>Changes within living memory</b>	<b>People who help us - Florence Nightingale</b> Lives of significant individuals in the past who have contributed to national and international achievements	<b>Around the world in 80 days - history of the first flight - Wright Brothers</b> Events beyond living memory that are significant nationally or globally.
<b>Geography</b>	<b>The local area - If you go down to the mill/farm today.</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<b>Map skills</b> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map	<b>Around the world in 80 days - Rainforests.</b> 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
<b>Science</b>	<b>Working Scientifically</b> <b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Everyday materials</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed..	<b>Working Scientifically</b> <b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Animals including humans</b> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Working Scientifically</b> <b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Plants</b> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
<b>DT</b>	<b>Farm/mill machinery</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: construction	<b>The lady with the lamp</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: electronics	<b>Celebration food</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: food.
<b>ART</b>	<b>Charles Tunnicliffe</b> Develop ideas. Master techniques: printing, painting Take inspiration from the greats	<b>Colour and monochrome</b> Develop ideas. Master techniques: colour mixing and the impact of colour on our visual enjoyment of the world around us Take inspiration from the greats like <b>Lowry</b>	<b>How air balloons/Carnival</b> Develop ideas. Master techniques: sculpture Take inspiration from the greats
<b>Music</b>	Rhythmic development - drumming	Glockenspiels - colour reading	Instrumentation



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		Pitch development - vocal work		Music for stories
	English	Text/Genre focuses to link with topics:	Text/Genre focuses to link with topics:	Text/Genre focuses to link with topics:
	Curriculum enrichment			