





History				
Year Group	Changes in living memory - Own past events	Events beyond living memory	Lives of significant individuals achievements	Significant historical events, people, places in own locality
Reception	<ul style="list-style-type: none"> <li>• Language of time (now/today, before/past, years etc)</li> <li>• Why has it changed?</li> <li>• Visual timeline</li> <li>• Own age (birth to now)</li> <li>• Preschool/nursery – reflecting on early life</li> <li>• Simple recounts – holidays/weekends</li> <li>• Transport – old and new</li> </ul>	<ul style="list-style-type: none"> <li>• Festivals &amp; Celebrations</li> <li>• Nativity</li> <li>• Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Own family e.g. Grandparents</li> </ul>	<ul style="list-style-type: none"> <li>• St Ives Archives/photos, artefacts, objects</li> <li>• Fishing/harbour</li> </ul>
Year 1 Changes over time in St Ives and Cornwall since 2000	<ul style="list-style-type: none"> <li>• Changes to themselves and past/present within family</li> </ul>	<ul style="list-style-type: none"> <li>• Toys</li> <li>• Mining</li> </ul>	<ul style="list-style-type: none"> <li>• Grace Darling – lifeboats &amp; RNLI</li> </ul>	<ul style="list-style-type: none"> <li>• Mining/Man engine</li> <li>• Barbara Hepworth (links to art)</li> </ul>
Year 2 Changes over time linking local and globally	<ul style="list-style-type: none"> <li>• How has the World changed through building, deforestation and natural disasters? Fires, Tsunami, pollution (links to David Attenborough)</li> <li>• Time lines to represent changes</li> </ul>	<ul style="list-style-type: none"> <li>• New and old buildings locally- Has this changed the way St Ives/Cornwall looks? Compare with London (link to fire of London)</li> <li>• Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• David Attenborough</li> </ul>	<ul style="list-style-type: none"> <li>• History of pilchard fishing in St Ives</li> </ul>



Geography				
Yr Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
Reception	<ul style="list-style-type: none"> <li>Knowing Own environment (local area &amp; its characteristics)</li> </ul>	<ul style="list-style-type: none"> <li>Coastal/rural</li> <li>Festivals &amp; Celebrations around the world</li> <li>Where does the food we eat come from?</li> </ul>	<ul style="list-style-type: none"> <li>Daily Weather talk</li> <li>Talk about contrast of hot/cold places (desert/north pole)</li> <li>Seasons - changes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of maps and globes to impart Geographical information</li> <li>Left/right directions, near and far</li> <li>Observations school environment (nature walks, outdoor learning)</li> <li>Photo map – features to find</li> </ul>
Year 1 Local studies and comparison within UK	<ul style="list-style-type: none"> <li>Know their place in the UK (Cornwall)</li> <li>Cornwall is a county within UK</li> <li>Countries within the UK</li> <li>Name capital cities in UK and seas</li> </ul>	<ul style="list-style-type: none"> <li>Compare own locality with an Urban school in the UK where mining took place (H links)</li> <li>To be able to name local landmarks e.g. harbour, lighthouse, beaches and significant buildings</li> <li>To name and find known local places on a map</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal and Daily weather patterns</li> <li>Use key vocabulary to describe physical and human features -                             <ul style="list-style-type: none"> <li>Features of physical landscape (cliff, coast, sea)</li> <li>Features of human landscape (harbour, farm)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World Maps</li> <li>Globe</li> <li>Compass points</li> <li>Directional language</li> <li>Aerial Photos</li> <li>Create simple map of school grounds recognise simple H &amp; P geography</li> </ul>
Year 2 Comparison to global countries	<ul style="list-style-type: none"> <li>Linking their place in the UK to their place in the world</li> <li>Name 7 continents and 5 oceans</li> </ul>	<ul style="list-style-type: none"> <li>Compare own locality to fishing in Philippines</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and explore hot and cold areas of the world in relation to the equator and poles</li> <li>Use and build on key vocab to describe physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>Atlases</li> <li>Standardised 'key' symbols recognise H &amp; P Geography in St Ives and local area.</li> </ul>



Art & Design				
Yr Group	Use of range of materials – design & create	Use drawing, painting & sculpture to develop and share their ideas, experiences and imagination	To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space	About the work of a range of -artists, craft makers and designers (similarities/differences and making links to their own work)
<p>Reception</p> <p>Exposure, Experience, Experimenting</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p><b>Textile/Collage</b> Create collage, using different materials. Experimenting with effect and texture and backgrounds. E.g. Collage of nature</p> <p><b>3D Form</b> Create sculptures and models using a variety of materials e.g. Clay projects – Diya lamps</p> <p>Make structures by joining simple objects together</p>	<p><b>Painting -</b> Colour mixing – mixing to create secondary colours. Learn to sketch and paint self – portraits using mirrors. Use painting to explore ideas. Paint mixing discoveries!</p> <p><b>Drawing -</b> Create pictures using lines and shapes and different materials to draw on. Festivals – celebrations and around the world week. Fireworks art.</p>	<p><b>Printing</b> Use of different tools to create textures – cotton buds, toothbrushes, forks, potato masher Explore mark making using a variety of tools. Experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponge, leaf printing</p>	<p>Throughout the Reception year art and knowledge of artist will be covered in a range of cross curricular teaching, suitable to the EYFS.</p> <p>Learn about a famous artist using images and pictures. Create pictures using this influence and inspiration. Lucy Arnold Observational art.</p>
<p>Year 1</p> <p>Experimenting Exploration</p> <p>Review what they and others have done and what they think about it. Annotate sketchbook. Identify what they might change in current or future work.</p>	<p><b>Textile/Collage</b> Create collage by cutting, tearing and gluing. Choose backgrounds and materials to create original pictures. Use variety of techniques, weaving, finger knitting, crayons. Use a variety of media, fabric, plastic, tissue.</p> <p><b>3D Form</b> To use sculpting to develop ideas - Use natural and man-made materials for sculpting - use techniques of cutting, pinching, rolling, kneading, and shaping. Experiment with, construct and join, recycled, natural and man-made materials.</p>	<p><b>Painting</b> Experiment with different brush strokes and painting tools. Develop colour mixing. Experiment with texture.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p><b>Drawing – Local Area link to Geog</b> Create pictures using different drawing techniques such as shading, thick and thin lines and different surfaces to draw on. Use of different materials to draw with such as felt tips, crayons, chalk, rubbers. Explore</p>	<p><b>Printing</b> Demonstrate printing techniques, rolling, pressing, stamping and rubbing, repeating patterns. Use a variety of materials, natural and manmade.</p>	<p>Link artists to look at specific skills linked to skills covered</p> <p>Explore the differences and similarities within the work of artists</p> <p>Learn about local artists/designer and create work in the same style.</p>



		use of line, shape and colour. Use a sketch book to collect artwork.		
<p>Year 2 Develop</p> <p>Review what they and others have done and what they think about it. Annotate sketchbook. Identify what they might change in current or future work.</p>	<p><b>Textiles/Collage</b> Use a variety of techniques, tie-dying, French knitting and fabric crayons. Create textured collages from a variety of media.</p> <p>Examine mosaics and recreate using a variety of collaging techniques.</p> <p><b>3D Form</b> Create a sculpture using clay adding lines and texture.</p> <p>Manipulate clay for a variety of purposes, thumb pots, simple clay pots and models.</p> <p>Build a textured relief tile. Construct and join, recycled, natural and man-made materials.</p>	<p><b>Painting</b> Experiment with painting techniques, brush strokes and colours Mix a range of secondary colours and tones. Adding black and white to add tints. Experiment with tools and techniques, layering and scraping. Work on a range of different scales. Silhouette paintings/collage linked to History</p> <p><b>Drawing</b> Record and explore ideas from first hand observation, experience and imagination. Explore different techniques in drawing using light and shade. Layer different media, charcoal, pastels, felt tips, crayons and ball point. Experiment with visual elements, line, shape, pattern and colour. Explore use of patterns. Learn to sketch and complete observational drawings.</p>	<p><b>Printing</b> Reproduce a print in the style of a known artist. Use a variety of techniques e.g. create woodcut prints, imprint using objects, make a transfer monoprint.</p> <p>Design patterns of increasing complexity and repetition.</p>	<p>Examine the work of a variety of artists/designers and choose an artist to create a piece of art work in their style.</p>

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Yr Group	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
Reception	<p>Purposeful topics &amp; interests e.g. floor book</p> <p>Templates – think about shape, lines and colour</p> <p>Looking at images to stimulate conversation</p> <p>Use of art room (scale)</p>	<p>Available resources – think about materials</p> <p>Experiment – has joining technique &amp; material been fit for purpose?</p>	<p>Need for creation ‘right now’ for play purposes</p> <p>Criteria questions “Can it float?”</p> <p>“Will it fly?”</p> <p>“Is it strong enough”</p>	<p>Knowledge &amp; Understanding built on reflection</p>	<p>Talk about where food comes from in snack time and cooking sessions.</p> <p>Baking/cooking based on topics, interests, festivals, celebrations</p> <p>Stirring, adding, cutting, peeling</p> <p>Talking about/creating ingredient, list &amp; recipe</p> <p>Growing own food</p>
Year 1	<p>Limited selection of materials for a specific purpose</p> <p>Make the design using appropriate techniques. With support measure, mark out, cut and shape a range of materials. Use tools safely and assemble, join using variety of methods e.g. glue, masking tape. Explore joint techniques.</p> <p>Suggest ideas and talk through what they are going to do.</p> <p>Develop their design ideas.</p>	<p>Exploring joint techniques</p> <p>Draw on their own experience to help generate ideas.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and simple annotated drawings.</p> <p>Build simple structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Prompted questions</p> <p>Evaluate the product by discussing how well it works in relation to the purpose.</p> <p>Identify strengths, weaknesses and possible changes.</p> <p>Evaluate against simple design criteria.</p>	<p>Explore strength and stability</p> <p>Follow a simple recipe. Use hand tools and kitchen equipment safely and appropriately, learning to peel and chop.</p> <p>E.g. Designing, making and evaluating a moving vehicle.</p> <p>Explore strength and stability.</p> <p>Select from a range of materials, textiles and components according to their characteristics.</p>	<p>Simple recipes and techniques for food prep</p> <p>Peel, chop</p> <p>Seasonal foods.</p> <p>Select appropriate fruit and vegetables. Use basic food handling, hygiene practices.</p> <p>Use simple techniques to improve appearance of product.</p>
Year 2	<p>Explore material for design</p> <p>Generate ideas using previous experience. Develop designs through discussion and observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify design criteria.</p>	<p>Make specific choices for a purpose</p> <p>Evaluate products as they are developed, identifying strengths and possible changes they might make to refine existing design. Discuss ideas saying what they like and dislike about them</p>	<p>Evaluate against design criteria</p> <p>Problem solve – next time...</p>	<p>Explore and begin to use mechanisms</p> <p>Select tools and materials.</p> <p>Measure and cut with some accuracy. Use hand tools safely. Assemble, join and combine materials in order to make a product.</p>	<p>Preparing food, weighing and measuring and mixing</p> <p>Seasonal cooking – preparing food, weighing, measuring and mixing.</p>



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	<p>Explore material for design. Make simple drawings and label parts. Explore using mechanisms e.g. levers, sliders, wheels and axels in products.</p>			<p>Follow procedures for food safety and hygiene. Choose appropriate finishing techniques such as adding simple decorations.</p>	
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Science					
Yr Group					

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Reception	<p>Humans</p> <ul style="list-style-type: none"> <li>Bodies – looking at different parts of our bodies.</li> <li>Being healthy – know how to keep our bodies healthy.</li> </ul>	<p>Animal's</p> <ul style="list-style-type: none"> <li>Lifecycles – butterflies</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>Growth – planting seeds &amp; fruit/veg</li> </ul>	<p>Everyday Materials</p> <ul style="list-style-type: none"> <li>Magnets</li> <li>Metal</li> <li>Wood</li> <li>Car/paper/plastic</li> <li>Recycling</li> </ul>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> <li>Woods, beach</li> <li>Weather – safety &amp; protection</li> </ul>
Year 1	<p>Humans</p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p>Animals</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p>Everyday Materials</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>
Year 2	<p>Humans</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise,</li> </ul>	<p>Animals</p> <ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing,</li> </ul>	<p>Living things and Habitats</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</li> </ul>



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	<p>eating the right amounts of different types of food, and hygiene.</p>			<p>bending, twisting and stretching.</p>	<p>needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>
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<b>PE</b>					
Yr Group	Overview	Games/athletics	Dance	Gymnastics	Evaluation

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<p>Reception</p>	<p>Children will show good control and co-ordination in both small and large movements.</p> <p>They will know the importance for good health of physical exercise and a healthy diet and talk about ways of keeping fit and be aware of the changes to the way their bodies feel when they exercise.</p>	<p>Travel with confidence, negotiating space, adjusting speed or changing direction.</p> <p>·When using equipment explore pushing, patting, throwing, catching and kicking with increasing co-ordination.</p> <p>Begin to understand the values of working as a team in simple team games (appropriate for age)</p>	<p>Respond to stimuli using own expressive movements.</p> <p>Begin to develop an awareness of space</p> <p>Perform confidently to their peers</p> <p>Mirror simple movements</p>	<p>Explore and find different ways of travelling.</p> <p>Begin to understand that their bodies can make different shapes and develop their balance to hold these shapes for a short period.</p> <p>Explore and experiment working at equipment at different levels (EYFS space and play space)</p> <p>Mirror simple movements.</p> <p>Mount / Dismount of apparatus and landing correctly.</p>	<p>They will say what they like about other's performances, beginning to make simple evaluations.</p>
<p>Year 1</p>	<p>Children will develop confidence in their fundamental movement skills, extending their agility, balance and coordination within a broad range of opportunities.</p> <p>They will know the importance of good health, physical exercise and a healthy diet and talk about how their body feels before, during and after exercise.</p>	<p>Travel in a variety of ways, including running at different speeds and jumping from a standing position.</p> <p>Perform a variety of throws with basic control.</p> <p>Throw and receive a ball with basic control, developing hand- eye coordination.</p> <p>Apply variety of skills within simple team games.</p>	<p>Copy and explore basic movements and body patterns using space effectively.</p> <p>Remember simple movements and dance steps.</p> <p>Link movements to music and sounds, responding to a range of stimuli.</p>	<p>Copy and explore basic movements, developing control, coordination and balance.</p> <p>Perform and hold a range of different body shapes.</p> <p>Work at different levels using equipment safely.</p> <p>Link 2-3 simple movements.</p>	<p>Can comment on own and others performances saying what they saw, what they liked and why, using appropriate vocabulary.</p>
<p>Year 2</p>	<p>Children will display confidence and competence in their fundamental movement skills, extending their agility, balance and</p>	<p>Travel in a variety of ways, showing strong spatial awareness, changing speed and direction whilst running and jumping from a standing position with accuracy and distance.</p>	<p>Copy and explore movements with clear control negotiating space clearly.</p> <p>Within a dance sequence vary size of body shapes,</p>	<p>Explore and create own sequence of movements using apparatus in a variety of ways.</p> <p>Perform using different pathways and patterns.</p>	<p>Can give comments on own and others performances including observations on how to improve,</p>



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	<p>coordination within a broad range of opportunities.</p> <p>They will know the importance for good health of physical exercise and a healthy diet and describe how and why their body changes during and after exercise. They can explain why they need to warm up and cool down.</p>	<p>Apply and combine a variety of skills with confidence to a game situation, understanding importance of rules, developing simple tactics and beginning to initiate attacking and defending. Develop own games with peers.</p> <p>Perform throws using foam javelin, foam discus and shot putt with control and coordination, using equipment safely.</p> <p>Across different games send the ball with accuracy.</p>	<p>levels, speed and change of direction.</p> <p>Link movements to music and sounds, responding imaginatively to stimuli.</p>	<p>Link movements together to create own floor sequence.</p>	<p>using appropriate vocabulary.</p>
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Reception	<b>Being Special-where do we belong?</b>	<b>Why is Christmas special for Christians?</b>	<b>Why is the word 'God' so important to Christians?</b>	<b>Why is Easter special to Christians?</b>	<b>What places are special and why?</b>	<b>What times/stories are special and why?</b>
	How do we show love/how do I know I am	Who do I care about/what makes	What is amazing about the world?	Seasonal changes-new life, growing seeds/bulbs	Special places to us-where/why?	Share favourite stories/books

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	<p>loved/how do we show love?                  Jesus-welcoming the children                  Where do you belong/how do you know?                  *Christian baptism/welcoming ceremonies in other faiths.                  Raksha Bandhan(Hindus)-ways of showing that people are special</p>	<p>these people special to me?                  Special events eg. birthdays-link to Jesus' birth                  Read story of Jesus' birth                  How do Christians celebrate Christmas?                  Use artefacts                  Christmas gifts, connect with story of the wise men</p>	<p>Read Creation story                  Harvest celebrations-Christians say thank you to God                  What can we do to look after the world and other people?</p>	<p>Easter story-focus on Jesus coming alive again, use symbols eg.hot cross buns, palm crosses, eggs/connect to signs of new life in nature</p>	<p>Church-special place for Christians/Muslims-mosque                  Use pictures-what makes it a place of worship/what do people do there?                  Church visit/feelings while there</p>	<p>Bible-special book for Christians, look at different versions; share stories from                  Explore stories from different faiths eg. stories about Muhammad, Rama and Sita</p>
Year 1	<p><b>What does it mean to belong to a faith community?</b></p> <p>Explore symbols of belonging-own lives/Christians/Jews                  Story of Lost coin/Sheep-connect to teachings that all people should love each other                  *Baptism/naming ceremony                  Christian wedding ceremony/compare to Jewish faith                  Explore that people from different faiths can work together</p>	<p><b>What do Christians believe God is like?</b></p> <p>Parable of the Lost Son shows that God loves all people, how might Christians show how glad they are for this?                  Times when forgiveness is needed/ given/not given                  Discuss prayers/types of                  Visitors to talk about their faith</p>	<p><b>Who is Jewish and how do they live?</b></p> <p>Precious/meaningful items in their home                  Special objects Jewish people have in their home- artefacts to handle, collect questions about                  The Shema( Jewish prayer)/mezuzah in homes-what words would they have?                  Special times for the children, lead onto Jewish special time Shabbat-preparation, special objects used                  Jewish Festivals of Sukkot( gathering of the harvest),Sept/Oct;                  Chanukah-why are these times important and valued to the Jewish people, Dec</p>	<p><b>Who do Christians say made the world?</b></p> <p>Created things have creators-what might they be like?                  Creation story-use art/drama, music to illustrate;                  What about those people who do not believe God created the world?                  Thank you prayers about the world/thank you letters to special people in our lives                  Make links to Harvest and saying thank you to God</p>	<p><b>How/Why should we care for the world and others?</b></p> <p>Each person is unique and important-use stories to illustrate, The Golden Rule                  Friendship and ways in which people care for each other-fiction stories, Jesus' special friends, friends help the paralysed man to see Jesus, the Good Samaritan                  People that have been inspired to help others- local area                  Work together as a group to plan/create an event to say thank you/raise money</p>	



Year 2	<b>Who is a Muslim and how do they live?</b>	<b>Why does Christmas matter to Christians?</b>	<b>Who is a Muslim and how do they live?</b>	<b>Why does Easter matter to Christians?</b>	<b>What is the 'good news' Christians believe Jesus brings?</b>	<b>What makes some people and places in Cornwall sacred?</b>
	Read stories about the prophet Muhammad and how these stories might inspire people today Muhammad and the Qu'ran-how, where, when and why Muslims read Qu'ran, why do they treat this special book as they do 99 names for Allah-discuss Muslims belief in Allah, what characteristics are important	Advent traditions-symbols and meanings behind Christmas story-retell with pictures and words, make links to the story using artwork, Christmas cards Jesus' birth is 'good news'-who for and why?	Shahadah- most important belief to Muslims Salah-another of the 5 pillars of Islam; what do Muslims say and do, why so important How do these practices and values relate to all people not just Muslims	Story of Holy Week-variety of activities to get pupils familiar with story Connect ideas of eggs, new life and Jesus' resurrection-why important to Christians? Emotions of followers-sadness to happiness/darkness to light; use Art/Music to illustrate these emotions	!2 people /professions that changed the world-who would they choose and why? Read story of Matthew, the tax collector/compare with Zacchaeus-how their lives changed on meeting Jesus Explore themes of forgiveness/peace/saying sorry and link with Jesus' message Church visit-how it helps Christians remember the 'good news'	Cornish saints-St.Eia, St.Piran-why important to the local area, people of Cornwall What places are special in Cornwall to the children and their families and why? What places are sacred/holy to people in Cornwall? How do people behave/show respect for these places? Use maps/photos/visits Explore Celtic Music and its importance; when/where used

<b>Music</b>		
Yr Group	30 – 50 Mths	40 – 60 Mths

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Reception	<p>Sing familiar songs                  Begin to move rhythmically                  Imitates/creates movement in response to music                  Taps out simple repeated rhythms                  Explores and learns how sounds can be changed                  Sings to self; makes up simple songs and rhymes</p>	<p>Begins to build a repertoire of songs                  Explores the different sounds of instruments                  Create sounds and develop awareness of the sounds of different musical instruments                  Explore the different sounds of instruments, remembering to share and take turns                  Choose, join in and sing familiar songs and rhymes and make up own                  Follow and tap out simple repeated rhythms and create own                  Experiment with fast/slow, loud/soft, beat, rhythm                  Select and use instruments                  Record and listen to their own music or music from other sources</p>		
	<b>Performing</b>	<b>Composing</b>		<b>Appraising</b>
Year 1	<p>I can use my voice to speak/sing/chant?                  I can join in with singing                  I can use instruments to perform                  I look at the audience when I perform                  I can clap short rhythmic patterns                  I can copy sounds                      I can make loud and quiet sounds</p>	<p>I can make different sounds with my voice                  I can make different sounds with the instruments                  I can identify changes in sounds ie. long/short, high/low, fast/slow and use my voice or instruments to show these changes                  I can repeat ( short rhythmic and melodic) patterns                  I can make a sequence of sounds                  I can show sounds by using pictures</p>		<p>I can respond to different moods in music saying how it makes me feel, whether I like/dislike a piece of music                  I can tell the difference between a fast/slow tempo, loud/quiet sounds, two types of sound happening at the same time                  I can choose sounds to represent different things                  I can recognise repeated patterns                      I can follow instructions when to sing/play</p>
Year 2	<p>I can sing following the tune and at the given pitch accurately                  I can perform simple patterns and accompaniments keeping a steady pulse                  I can perform with others                  I can play simple rhythmic patterns on an instrument                  I can sing/clap a pulse increasing/decreasing in tempo                  I am beginning to sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>	<p>I can order sounds to create a beg/mid/end                  I can create music in response to...( diff. starting points)                  I can choose sounds which create an effect                  I can use symbols to represent sounds                  I can make connections between notations and musical sounds                  I can use simple structures in a piece of music                  I am beginning to understand where to breathe when singing a song</p>		<p>I can evaluate and improve my work                  I can listen out for particular things when listening to music                  I am beginning to recognise sounds that move by steps and by leaps</p>

<b>Computing</b>			
Nursery	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Understanding the World</b>

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(3-4 year olds)	Remember rules without needing an adult to remind them.	Match their developing physical skills to tasks and activities in the setting.	Explore how things work.	
Reception	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Expressive Arts and Design</b>	
	Show resilience and perseverance in the face of a challenge.  Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
ELG	<b>Personal, Social and Emotional Development</b>		<b>Expressive Arts and Design</b>	
	<i>Managing Self</i>		<i>Creating with Materials</i>	
	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.		Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.	
Year 1	<b>Programming toys</b>	<b>Word processing skills</b>	<b>Online safety</b>	<b>Computer skills</b>
	Algorithms and what they are.  How algorithms are implemented as programs on digital devices.  Programs and how to execute by following precise and unambiguous instructions.  sing technology purposefully to create.  Using technology purposefully to organise.  Using technology purposefully to retrieve.	Using technology purposefully to create.  Using technology purposefully to organise.  Using technology purposefully to store.  Using technology purposefully to manipulate.  Using technology purposefully to retrieve.  Recognising common uses of information technology beyond school.	Using technology purposefully to create.  Using technology purposefully to organise.  Using technology purposefully to store.  Using technology purposefully to manipulate.  Using technology purposefully to retrieve.  Using technology safely and respectfully.	Using technology purposefully to manipulate.  Using technology purposefully to retrieve.  Using technology safely and respectfully.
Year 2	<b>Programming Scratch</b>	<b>Using and applying</b>	<b>Presentation skills</b>	<b>Using the internet</b>
	Algorithms and what they are.  How algorithms are implemented as programs on digital devices.	Algorithms and what they are.  How algorithms are implemented as programs on digital devices  Programs and how to execute by following precise and unambiguous instructions.	<ul style="list-style-type: none"> <li>Using technology purposefully to organise</li> <li>Using technology purposefully to store</li> <li>Using technology purposefully to retrieve</li> </ul>	<ul style="list-style-type: none"> <li>using technology purposefully to create</li> <li>Using technology purposefully to organise</li> <li>Using technology purposefully to store</li> </ul>



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	<p>Programs and how to execute by following precise and unambiguous instructions.</p> <p>Creating and debugging simple programs.</p> <p>Using technology purposefully to create.</p>	<p>Creating and debugging simple programs</p> <p>Using technology purposefully to create.</p> <p>Using technology purposefully to organise.</p> <p>Using technology purposefully to store.</p> <p>Using technology purposefully to manipulate.</p> <p>Using technology purposefully to retrieve.</p> <p>Recognising common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> <li>• Recognising common uses of information technology beyond school</li> <li>• Using technology safely and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Using technology purposefully to retrieve</li> <li>• Recognising common uses of information technology beyond school</li> <li>• Using technology safely and respectfully</li> <li>• The need to keep personal information private</li> <li>• Where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
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PSHE			
My Happy Mind (RSE)			
Reception	Personal, Social and Emotional Development		
	<b>Self-confidence and self-awareness</b> <ul style="list-style-type: none"> <li>Children are confident to try new activities.</li> <li>Say why they like some activities more than others.</li> <li>Are confident to speak to familiar groups.</li> <li>Talk about their own ideas.</li> <li>Choose correct materials for a chosen task.</li> <li>Decide when they do or don't need help.</li> </ul>	<b>Managing feelings and behaviours</b> <ul style="list-style-type: none"> <li>Talk about how they and other show feelings.</li> <li>Talk about theirs and other behaviour.</li> <li>Understand consequences and unacceptable behaviour.</li> <li>Work as part of a group or class and follow the rules.</li> <li>Adjust their behaviour to different situations.</li> <li>Take changes of routine in their stride.</li> </ul>	<b>Making relationships</b> <ul style="list-style-type: none"> <li>Play co-operatively, taking turns.</li> <li>Take account of others ideas when playing.</li> <li>Show sensitivity to others needs and feelings.</li> <li>Form positive relationships with adults and other children.</li> </ul>
	<b>Health and Wellbeing</b> H1. about what keeping healthy means; different ways to keep healthy H4. about why sleep is important and different ways to rest and relax. H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. H11. about different feelings that humans can experience. H12. how to recognise and name different feelings. H13. how feelings can affect people's bodies and how they behave. H14. how to recognise what others might be feeling. H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.	<b>Relationships</b> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. to identify the people who love and care for them and what they do to help them feel cared for. R3. about different types of families including those that may be different to their own. R4. to identify common features of family life. R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R6. about how people make friends and what makes a good friendship. R7. about how to recognise when they or someone else feels lonely and what to do. R8. simple strategies to resolve arguments between friends positively.	<b>Living in the wider world</b> L6. to recognise the ways they are the same as, and different to, other people. L14. that everyone has different strengths.
KS1			

# Setting Sail Curriculum 2023



	<p>H16. about ways of sharing feelings; a range of words to describe feelings.</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep.</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>H20. about change</p> <p>H21. to recognise what makes them special.</p> <p>H22. to recognise the ways in which we are all unique.</p> <p>H23. to identify what they are good at, what they like and dislike.</p> <p>H24. how to manage when finding things difficult.</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p>R9. how to ask for help if a friendship is making them feel unhappy.</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying.</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others.</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous.</p> <p>R23. to recognise the ways in which they are the same and different to others.</p> <p>R24. how to listen to other people and play and work cooperatively.</p> <p>R25. how to talk about and share their opinions on things that matter to them.</p>	
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PSHE			
	Health and Wellbeing	Relationships	Living in the wider world
YEAR 1	<p>H2. about foods that support good health and the risks of eating too much sugar.</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday.</p> <p>H5. simple hygiene routines that can stop germs from spreading.</p> <p>H8. how to keep safe in the sun and protect skin from sun damage.</p> <p>H10. about the people who help us to stay physically healthy.</p> <p>H26. about growing and changing from young to old and how people's needs change.</p> <p>H27. about preparing to move to a new class/year group.</p> <p>H28. about rules and age restrictions that keep us safe.</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>H33. about the people whose job it is to help keep us safe. H37. about things that people can put into their body or on their skin; how these can affect how people feel.</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.**</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, Penis, testicles).</p>		<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>L5. about the different roles and responsibilities people have in their community.</p> <p>L16. different jobs that people they know or people who work in the community do.</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>



# Setting Sail Curriculum 2023

<p>YEAR 2</p>	<p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.          H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.**          H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p>	<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not.          R15. how to respond safely to adults they don't know.</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them.          L3. about things they can do to help look after their environment.          L4. about the different groups they belong to.          L10. what money is; forms that money comes in; that money comes from different sources.          L11. that people make different choices about how to save and spend money.          L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.          L13. that money needs to be looked after; different ways of doing this.          L15. that jobs help people to earn money to pay for things.</p>
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