

# Year One Curriculum



Opening hearts and minds



At The Vine...

## OUR VISION

This is our school. Let peace dwell here.

Let the rooms be full of contentment.

Let love abide here.

Love of one another, love of mankind, love of life itself and love of God.

Let us remember that as many hands build a house, so many hearts make a school

The name of our school comes from the Bible reading John: 5 'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit.' The fruits of the spirit are found in Galatians 5: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-Control.

## INTENT

At The Vine our curriculum and our teaching methods are carefully designed to maximise pupils' knowledge retention, developing their skills (that will be transferable into the next stage of their education) and deepen awareness of the role we all play as 21st century citizens.

As a school that has such a diverse intake and is ecumenical in foundation, the focus on being an international school runs through our curriculum. Our international learning has been recognized and awarded the Full International Award by the British Council for our outstanding work. The British Council's planned Global Values play a key role in each year group across the whole school e.g.: rights and responsibility, conflict and peace, rights and responsibilities, fairness and equality and sustainability. Our International partnerships enhance what is taught; these include links with Spain, Kenya, Isle of Man, Australia, Antarctica and Japan, learning is shared and best teaching practice is celebrated. Promoting the fundamental British values has enabled us to reinforce our current ethos. This enables our pupils to gain a greater understanding of local, national and global issues. We believe we effectively promote the pupils' spiritual, moral, cultural and social development and prepare them well for life in Britain and their role in the wider world. To further enrich our curriculum and build the pupil's 'cultural capital', we also plan curriculum focus days, weeks and celebrations, visitors in and visits out to help provide "the essential knowledge that children need to be educated citizens" as defined by Ofsted 2019.

The key Wesleyan principle of doing "all the good you can, in all the ways you can" runs through the wider school week (e.g.: worship themes, an altruistic behaviour system, peer mediators etc.) as well as in taught lessons. Each year group focuses on a different and diverse courageous advocate throughout the year, helping to anchor learning to a key figure who has used their knowledge to improve the world (Dual Coding. Sternberg: 2003). End of year subject expectations are designed with the school vision in mind and even home learning encourages pupils to apply their learnt skills to help others (maths survey skills to record broken street lights, persuasive writing to petition MPs on climate change, DT project design skills in producing emergency packs for the homeless etc.).



## INCLUSION AND WELL-BEING

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. We work hard to support and nurture our pupils to behave responsibly, manage their feelings, build positive relationships, work cooperatively with others and demonstrate a resilience to challenge. We strive to develop happy, healthy and well-rounded individuals and provide many levels of support and guidance to achieve this. For those pupils who need it, counsellors are in school to provide extra support.

## IMPLEMENTATION OF OUR CURRICULUM

Daily Pre teaching for pupils who may need a head start to ensure information moves from their working to long term memory means that they are supported in the proceeding lessons by having cognitive links already beginning to form. This theory is replicated in home learning, where questions are designed to steadily remind pupils of what they have learnt and reduce the chances of knowledge slippage (Spaced practice theory / distributed practice (Ebbinghaus: 1913). This is further enhanced by the deliberate revisiting of previous knowledge in end of year expectations, per subject in lessons.

In order to ensure that learning is sticky and pupils can recall more of it when needed, the progression plans for subjects are deliberately designed to recap and remind pupils of learning in previous year groups (identified on end of year expectations). Daily Post teaching enables teachers to remind pupils through visual questions (dual coding (Sternberg, 2003)) laid out clearly on a grid, focusing on Maths and English learnt earlier in the day, the week and that term. Gaps can then be spotted and closed and pupils who have grasped the knowledge already can further embed it into their long term memory by having the recap phrased as a question (therefore meaning they need to use the knowledge in a different way- aiding memory).

Basic skills are woven into each lesson, meaning that through rehearsal these skills can embed for pupils. Applying Maths and English skills in other lessons (identified on the school curriculum plans) means that pupils not only develop these skills but they are also aided in the foundation subject by the risk of cognitive load reduced. Having a clear schema to place the new learning into (Sweller:1988) means that the new foundation information is better remembered.

## IMPACT OF OUR CURRICULUM

The curriculum at The Vine has been designed by subject coordinators, wider staff and pupils to ensure that it is bespoke for the needs of our pupils (and their secondary school journey after us). The National Curriculum, data outcomes, internal assessment, commercial curriculum aids and cognitive theories have been used to inform curriculum choices and sequencing design. We want to ensure that staff share best practice and that systems and techniques that are effective are communicated through the school. We are doing this by: developmental work led by MLT and SLT, snapshots, creating a coaching culture, working with improvement advisors, lesson studies and international placements. Teacher appraisal now includes a research based project. We endeavour to ensure that our pupils, staff, parents and carers develop a sense that the 'world is my parish' and that the whole community aspires to doing 'all the good you can'. Our Vision and Values lay the foundations for the way The Vine school community builds positive relationships, demonstrates compassion and understanding and a willingness for forgiveness and reconciliation. Governors and staff share the vision to ensure that the school is committed to serving the community of Cambourne, nationally and globally and to strive to 'open hearts and minds'.

At The Vine we believe we can 'Make a Difference'

## COURAGEOUS ADVOCATE

In Year One our courageous advocate is Jane Goodall.

Jane Goodall is formerly known as Baroness Jane Lawick-Goodall, an English anthropologist and primatologist, and considered the world's leading expert on the study of chimpanzees. She is also famous for her sixty-year research about forest chimpanzees' family and social interactions since her first visit to National Park Gombe Stream in Tanzania during the year 1960.

Jane Goodall is also the founder of the Shoots and Roots program and the Jane Goodall Institute. She had worked hard on animal welfare and conservation while trying to alleviate environmental issues that negatively impact their existence.

She had served the project of nonhuman rights as a board member during its 1996 founding. In 2002, Goodall was acknowledged as the UN Peace Messenger and an honorary constituent of Future World Council.



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## LEARNING OUTSIDE THE CLASSROOM

At The Vine we believe that Learning Outside of the Classroom is an important part of our curriculum offer to our pupils. We feel that pupils should have the opportunity to develop team spirit, leadership and how to support one another whilst understanding the importance of caring about the environment around them and in the wider world. In a ever changing world presenting pupils with the opportunity to experience the outdoors and to develop a sense of awe and wonder is more important now than ever before.



Throughout this document links to how learning can be carried out outdoors have been made and are highlighted by the icon. Some subjects lend themselves more than others to outdoor learning, however every subject has the potential of being taken outside of the classroom.



## PLANNING AND OVERVIEW DOCUMENTS

There is a full example set of our planning documents included in the Appendix section of this document. Electronic copies are stored on the server. All planning documents should be saved in the correct subject folder for the week ahead by Monday morning.

Within our previous document, whole school overviews were included. These have now been included within the Appendix section of this document. These should be used to refer to the year on year progression of skills and to suggest the appropriate lesson pitch.

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## INTERNATIONAL AND GLOBAL PERSPECTIVES

At The Vine, global learning is reflected in the attitudes and values of our pupils and staff, the ethos of the school, the curriculum, and key skills we teach. Planned international learning through cross curricular approaches enables all pupils from Pre-school to Year Six to gain a greater understanding of local, national and global issues.

We want all pupils to have a sense of life beyond Cambourne. Issues on a local, national and international scale are important to help children see how their life is similar or different from others around the country / world.



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## SAFEGUARDING

Safeguarding is at the heart of The Vine and permeates throughout everything we do. We ensure that our pupils are kept safe and are taught how to keep themselves safe and how to take responsibility for their own safety. This is achieved through direct teaching, indirect teaching and through the very culture of our school.

Specific 'direct' safeguarding content is taught across the curriculum and some examples of this in Year 1 are:

- ◊ In PSHE we cover focuses such as; Coping with feelings, seeking support, self-awareness and identifying and naming emotions.
- ◊ In PE we explore how to keep our bodies physically fit and what we can do to maintain a healthy lifestyle.
- ◊ In DT we learn how to stay safe when using equipment such as knives and peelers.

Additional to this, more 'indirect' safeguarding teaching is achieved through our wider curriculum. For example,

- ◊ Our topic of Here, There and Everywhere enables us to explore the relationships we share with the people in our classes, homes and the wider world
- ◊ The books chosen for our '6 book challenge', expose our pupils to a range of safeguarding topics through real life situations and encourage contemplation. The book 'Ruby's Worry' explores the need to acknowledge worries however small and to share them with someone you trust.
- ◊ Our Global value Fairness & Equality encourages us to think about the things we are all entitled to.

# ENGLISH

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## HOW IS ENGLISH LINKED TO THE VINE VISION AND VALUES?

**Let peace dwell here** – pupils show goodness by making the right choices to be ready for learning and they develop the self-control to think before speaking and rehearse sentences in their heads before writing. They are given time and space to be peaceful, think calmly, partake in quiet reading and writing and reflect on their learning.

**Let the rooms be full of contentment** – Learning is progressive, skills are taught and knowledge is gained. This requires pupils to be hard working and patient to be able to fully master reading and writing.

**Let love abide here** – pupils engage with meaningful learning that has a purpose, to foster curiosity and love for English.

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## 6 BOOK CHALLENGE

These books promote The Vine Vision or encourage courageous advocacy or has international links / global values:

- ◇ Dogger by Shirley Hughes
  - ◇ Classic
  - ◇ Love of one another
  - ◇ Loss, goodness and kindness
- ◇ Would You Rather by John Burningham
  - ◇ Love of Life
  - ◇ Imagination
  - ◇ Discussion
- ◇ Nimesh the Adventurer by Ranjit Singh
  - ◇ Love of Life
  - ◇ Imagination
  - ◇ International
- ◇ Ruby's Worry by Tom Percival
  - ◇ PSHE
  - ◇ Worry
  - ◇ Self-Control
  - ◇ Contentment
- ◇ One Day, So Many Ways by Laura Hall
  - ◇ Love of Mankind
  - ◇ International
  - ◇ Understanding other cultures
- ◇ A First Book of Nature by Nicola Davies
  - ◇ Non-Fiction
  - ◇ Seasons plants and animals



## MASTERY FOR ALL PUPILS IN ENGLISH AT THE VINE

At The Vine English encompasses: Communication, Language and Literacy, Speaking and Listening, Phonics and Spelling, Reading, Writing and Hand-writing. Effective mastery in English reflects independent learning which demonstrates creativity, imagination and innovation with technical competence across a range of genres and curriculum areas.

- ◊ Pupils will study high-quality texts for an extended period to enable them to explore how writers use language and words to impact on the reader and use them as models for their own writing. Time is given to enjoy reading a text, explore words, develop phrases, play with sentences and paragraphs, meaning that children always consider the impact on the reader when they write and justify their choices.
- ◊ Open and supplementary questioning utilising Blooms taxonomy is modelled by the teaching staff and pupils are given opportunities to develop their own thinking and use of questioning to develop mastery. The development of inferential analysis enables pupils to take their thinking deeper and make connections across subject.
- ◊ A variety of differentiation and scaffolded thinking enables pupils to access and successfully achieve challenging teaching objectives.
- ◊ Discrete teaching of the technical aspects of English enables pupils to select and apply relevant skills in their independent and self-initiated learning.
- ◊ Purposeful learning drives motivation and attitude to ensure pupils strive for mastery in all aspects of English within and beyond school.

## WORD READING

### Specific Focus

- ◊ Read all 40+ phonemes.
- ◊ Read accurately regular words that can be phonically decoded.
- ◊ Read words with contractions.
- ◊ Read compound words
- ◊ Read all the 50 Year 1 Common Exception Words.

### Deeper Knowledge Questioning

- ◊ What do you do if you get stuck on a word?
- ◊ What part of the word would you look at first?
- ◊ What word is that when we put those sounds together?

### End of Year Expectations

- ◊ Can hear and recognise all 40+ phonemes.
- ◊ Can match all 40+ graphemes to their phonemes
- ◊ Can identify all 40+ graphemes in their reading.
- ◊ Read words with familiar endings – s, es, ing, ed, er, est
- ◊ Read phonetically decodable texts with confidence
- ◊ Divide words into syllables e.g.: pocket, carrot, sunset
- ◊ Know that words can have omitted letters and that an apostrophe represents the omitted letters.  
E.g.: I'm, I'll, we'll
- ◊ Able to find contractions in reading book.
- ◊ Read compound words  
E.g.: football, playground, bedroom, farmyard
- ◊ Read words automatically and accurately without sounding or blending

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### Comments and reflections



# COMPREHENSION

## Specific Focus

- ◊ Retell poems, rhymes and familiar stories including settings, events and characters.
- ◊ Check that the text makes sense to them and begin to self-correct.
- ◊ Listen to and discuss a wide range of texts
- ◊ Recognise and join in with familiar or predictable phrases
- ◊ Recite some rhymes and poems off by heart



## End of Year Expectations

- ◊ Can discuss the meaning of unfamiliar words with others.
- ◊ Know that stories can have similar patterns of events.
- ◊ Make links to other stories and their own experiences
- ◊ Make links with characters in other stories.
- ◊ Can answer retrieval questions about a book.
- ◊ Use information from the story to support an opinion.
- ◊ Understand that a writer can leave gaps for the reader to fill.
- ◊ Answer questions which fill the gaps in a story. (Inference)
- ◊ Can check if a text makes sense and self-correct mistakes
- ◊ Clearly explain their understanding of what has been read to them

- ◊ Did you choose this book? Why?
- ◊ Do you like/dislike the book? Why?
- ◊ Can you predict what will happen next in the story?
- ◊ Can you say or write it in your own words?
- ◊ What might help you better understand what is happening?
- ◊ How many ways can you describe the character?
- ◊ Can you give me a definition of this word?
- ◊ Why has an exclamation mark been used?
- ◊ What questions would you like to ask the author?

## Deeper Knowledge Questioning

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## Comments and reflections

## HANDWRITING

### Specific Focus

- ◇ Form pre-cursive lower case letters, capital letters and digits correctly.
- ◇ Write all letters sitting on the line.

### End of Year Expectations

- ◇ Sit correctly.
- ◇ Lower case letters start and finish in the right place.
- ◇ Name the letters of the alphabet in order.
- ◇ Match lower case and capital letters.

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## SPELLING

### End of Year Expectations

- ◇ Write sentences correctly when they contain the RWI GPCs.
- ◇ Spell some of the Year 1 Common Exception Words.
- ◇ Name and write the capital letters of the alphabet for I, names, places and days of the week.
- ◇ Understand the difference between singular and plural using -s and -es.
- ◇ Understand prefix un- changes the meaning of verbs and adjectives.
- ◇ Use suffixes -ing, -ed, -er, -est, where there is no change in root word.
- ◇ Use letter names to show alternative spellings of the same phonemes.
- ◇ Spell the days of the week

**Deeper Knowledge Questioning** ◇ Can you group the words by their suffixes?

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### Comments and reflections



## VOCABULARY, GRAMMAR AND PUNCTUATION

### End of Year Expectations

- ◇ Mostly using capital letters and full stops correctly.
- ◇ Sometimes use question marks and exclamation marks.
- ◇ Use 'and' to join words and clauses.
- ◇ Know what a noun and an adjective are
- ◇ Use adjectives to add detail to sentences.
- ◇ Leave spaces between words

**Deeper Knowledge Questioning**

- ◇ Why do we use this punctuation here?
- ◇ Can you explain your word choices to a friend?

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## COMPOSITION STRUCTURE AND PURPOSE

### End of Year Expectations

- ◇ Compose sentences orally and hold them in their head before writing.
  - ◇ Sequence sentences to form short narratives.
  - ◇ Sequence sentences in chronological order to recount an event. Could use adverbials e.g.: first, then, next, after that
  - ◇ Re-read writing to check it makes sense.
  - ◇ Discuss their writing with the teacher or other pupils
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## TERMINOLOGY

### End of Year Expectations

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

# MATHS

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## HOW IS MATHS LINKED TO THE VINE VISION AND VALUES?

Maths at The Vine can bring moments of wonder and pleasure when a link is discovered, when a problem is solved or when a more efficient method is mastered.

Using resources such as NRICH encourages working together to make us stronger mathematicians (many hearts make a school).

**Contentment and peace** are part of the structure of Maths learning; contentment as children learn that slow, steady and progressive hard work will lead to developing a secure and deep understanding of Maths.

**Peace** - as Maths requires logical thinking and methodical practise embodying 'good order



## MASTERY FOR ALL PUPILS IN MATHS AT THE VINE

A child at The Vine who has mastered Maths will have secure reasoning and fluency understanding, to enable them to problem solve confidently and in a range of contexts, including real life situations.

### Definitions

Fluency (F) – knowing how to use all the tools

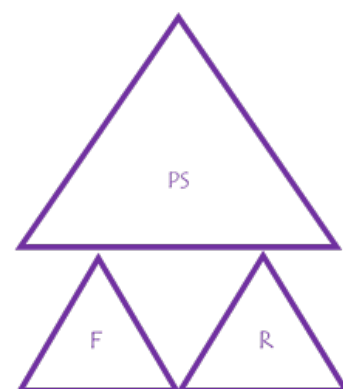
Reasoning (R) – knowing which tool to use

Problem solving (PS) – applying knowledge of fluency and reasoning to be able to find the solution and explain how you got there

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ Daily practise of basic skills e.g. counting, number bonds, times tables
- ◊ All children will be challenged using resources such as NRICH and White Rose
- ◊ Probing questions asked
- ◊ Mixed ability as much as possible
- ◊ Regular Number Talk to give children exposure to efficient mental strategies and explanations
- ◊ Explicit teaching and learning of times tables
- ◊ Children to use specific, topic related vocabulary
- ◊ Children to use RUCSAC to support them with problem solving
- ◊ Children to self-select equipment from table top resource box

We believe, in order for children to be successful Mathematicians, they will be encouraged to take risks and learn from their mistakes.



**'You want to know the difference between a master and a beginner? The master has failed more times than the beginner has tried' – Yoda**

## MULTIPLICATION AND DIVISION

### End of Year Expectations

- ◊ Know and use doubles of numbers up to double 10.
- ◊ Solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Deeper Knowledge Questioning** ◊ Which resources helped you to work it out?

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### What pupils will be able to do

- ◊ Can answer 6 when asked to double 3
- ◊ Can work out how many grapes each child gets if 12 are shared between four children using counters

## FRACTIONS

### End of Year Expectations

- ◊ Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- ◊ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity



**Deeper Knowledge Questioning** ◊ Can you explain to a friend how you worked it out?

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### What pupils will be able to do



- ◊ Can identify when a shape is divided into 2 equal pieces and so each is a half
- ◊ Can identify four equal parts and choose one of them as a quarter

Comments and reflections



## MEASUREMENT

### End of Year Expectations

- ◊ Recognise and know the value of different denominations of coins and notes.
- ◊ Sequence events in chronological order using before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- ◊ Recognise and use language relating to dates including days of the week, weeks and months of the year.
- ◊ Tell the time to the hour and half past the hour.
- ◊ Draw the hands on a clock face to show the hour and half past the hour.
- ◊ Measure and begin to record lengths and heights, mass/weight, capacity/volume, time (hours, minutes, seconds). 
- ◊ Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity/volume, time. 

- Deeper Knowledge Questioning**
- ◊ What time is it?
  - ◊ On which day of the week does ... happen?

### What pupils will be able to do

- ◊ Can recognise and name all coins and notes and know how much each is worth
- ◊ Can select coins to pay for an item
- ◊ Can describe events in chronological order e.g. Tuesday is before Wednesday
- ◊ Can say the date and describe future events such as 'in two weeks' time' and 'in 3 years I will be in Year 4'
- ◊ Know that the minute hand points at the 12 for o'clock and the 6 for half past
- ◊ Can measure weight by balancing an object with a number of plastic cubes
- ◊ Can use standard and non-standard units to measure capacity and weight

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### Comments and reflections

## GEOMETRY

### End of Year Expectations

- ◊ Recognise and name common 2D shapes e.g. rectangles (including squares), circles and triangles.
- ◊ Recognise and name common 3D shapes e.g. cuboids (including cubes), pyramids and spheres.
- ◊ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

### Deeper Knowledge Questioning

- ◊ Is it a 2D or 3D shape?
- ◊ Which shape is the odd one out?

### What pupils will be able to do

- ◊ Can independently name and recognise circles, triangles, rectangles, squares and hexagons around the classroom
- ◊ Can select a pyramid from a set of 3D shapes
- ◊ Can turn in the correct direction when asked
- ◊ Can program a beebot using the language

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## TIMES TABLES AND NUMBER RECALL

### End of Year Expectations

- ◊ Count in 2s and 10s
- ◊ Number bonds to 20,
- ◊ Number bonds to 50,



## FLUENCY

### Areas to be covered throughout the year

- ◇ Count to and across 100 forwards and backwards from any given number
- ◇ Count in 2s from different multiples eg odd/even
- ◇ Count in 5s from different multiples eg 20, 45
- ◇ Count in 10s from different multiples eg 20, 60
- ◇ Identify one more than a given number
- ◇ Identify one less than a given number
- ◇ Recall and use number bonds for numbers 11 – 20
- ◇ Recall and use related subtraction facts for numbers 0–20
- ◇ Read and write numbers to 100 in numerals
- ◇ Read and write numbers 1–20 in words
- ◇ Know doubles of numbers from 1 – 10
- ◇ Know the days of the week
- ◇ Know the months of the year
- ◇ Tell the time to o'clock
- ◇ Tell the time to half past

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### Comments and reflections

At The Vine we follow the 'Maths No Problem!' scheme of work. An overview for this year group can be found below. We supplement this with; morning arithmetic, afternoon 10 minute maths and problem solving days.

## PRIMARY MATHS SERIES – YEAR 1 AT A GLANCE

	AUTUMN TERM	SPRING TERM	SUMMER TERM		
Week 1	Number and Place Value: Numbers to 10 <small>LESSON BREAKDOWN</small>	Calculations: Addition and Subtraction within 20 <small>LESSON BREAKDOWN</small>	Calculations: Multiplication <small>LESSON BREAKDOWN</small>		
Week 2				Geometry – Properties of Shape: Shapes and Patterns <small>LESSON BREAKDOWN</small>	Calculations: Division <small>LESSON BREAKDOWN</small>
Week 3	Calculations: Addition and Subtraction <small>LESSON BREAKDOWN</small>	Measurement: Height and Length <small>LESSON BREAKDOWN</small>	Fractions: Fractions <small>LESSON BREAKDOWN</small>		
Week 4				Revision and Mid-year (A) Tests	Number and Place Value: Numbers to 100 <small>LESSON BREAKDOWN</small>
Week 5					
Week 6	Review and Remediation	Review and Remediation	Measurement: Money <small>LESSON BREAKDOWN</small>		
Week 7				Measurement: Volume and Capacity <small>LESSON BREAKDOWN</small>	
Week 8	Geometry – Position and Direction: Positions <small>LESSON BREAKDOWN</small>	Number and Place Value: Numbers to 40 <small>LESSON BREAKDOWN</small>	Measurement: Mass <small>LESSON BREAKDOWN</small>		
Week 9	Number and Place Value: Numbers to 20 <small>LESSON BREAKDOWN</small>	Calculations: Addition and Subtraction <small>LESSON BREAKDOWN</small>	Geometry – Position and Direction: Space <small>LESSON BREAKDOWN</small>		
Week 10				Calculations: Multiplication <small>LESSON BREAKDOWN</small>	
Week 11	Calculations: Addition and Subtraction within 20 <small>LESSON BREAKDOWN</small>	Revision and End-of-year (B) Tests	Review and Remediation		
Week 12					



## ARITHMETIC & 10 MINUTE MATHS

### Arithmetic

◊ Number bonds to 10, 20 and 100

### 10 minute maths

The fluency statements in the curriculum are to guide your 10 minute maths sessions. Up until you have taught them, please refer to the previous years counting, place value and mental maths statements.

Try and mix up your sessions so that you are covering different statements throughout the week and so the children are completing different activities. If they need to be recorded, this can be done in the same book as arithmetic.

Aim for one 'Number Talks' session a week.

Year 3 – 5, one session a week will be multiplication tables tests. Year 2 will do these from the Spring term.

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### Comments and reflections

# RELIGIOUS EDUCATION

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## HOW IS RELIGIOUS EDUCATION LINKED TO THE VINE VISION AND VALUES?

**'This is our school'** – Our curriculum is designed to reflect and understand in depth the multiple faiths within our school community.

**'Let Peace dwell here'** – Ethical questioning and critical thinking is developed through the RE curriculum, especially within AT2. Pupils also learn about 'rules' of different religions and how they impact how we live today.

**'Let the rooms be full of contentment'** – Planning is progressive and skills are taught from FS1 to Year 6.

**'Let love abide here'** – We teach tolerance, respect and compassion towards all faiths and communities.

**'Love of one another'** – Diversity is celebrated through different faiths.

**'Love of mankind'** – Our curriculum develops children as a 'Global Citizen' and provides experiences with the wider world through church links and visits.

**'Love of life'** – Cross curricular opportunities including art, music, PE are embedded in the RE curriculum. Pupils are exposed to the rich diversity of wider society.

**'Love of God'** – As an inter-church school, the RE curriculum has strong weighting on Christianity so that the pupils understand how God's values impact their lives.

**'So many hearts'** – We embrace and celebrate all faiths in our school and invite pupils, parents, carers and visitors from the community to share their faiths with one another



## MASTERY FOR ALL PUPILS IN RELIGIOUS EDUCATION AT THE VINE

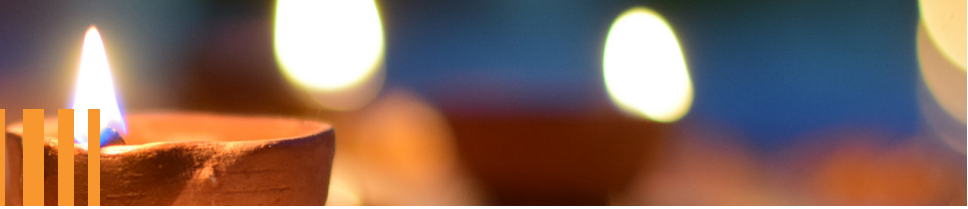
Effective mastery in RE reflects independent learning demonstrating critical thinking and deeper level understanding. It enriches, extends and consolidates learning in a variety of curriculum contexts and contributes to cross curricular learning. At The Vine we develop the children's knowledge and understanding of the major world faiths. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding through enquiry based learning. We help children learn from religions, as well as about religions.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ They develop an awareness of spiritual and moral issues in life experiences;
- ◊ Acquire and develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- ◊ Develop an understanding of what it means to be committed to a religious tradition;
- ◊ Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- ◊ Develop investigative and research skills and enable them to make reasoned judgements about religious views;
- ◊ Have respect for other peoples' views and to celebrate the diversity in society.
- ◊ Higher order questioning during learning ensures that pupils can reflect on spiritual and ethical issues when learning about different religions, other times and cultures.
- ◊ Pupils are encouraged to ask their own deep thinking questions and are given time to contribute to peer/ class discussions and debates developing critical and creative thinking.
- ◊ Pupils are encouraged to compare and reflect across different religions and justified their own opinion.
- ◊ Promote pupil's ability to raise questions in order to challenge their own and other people's opinion.
- ◊ High quality resources such as artefacts and pictures are used to stimulate curiosity and deep thinking ideas.
- ◊ Pupils are often reflecting on what they have learned from a variety of religious themes.
- ◊ To apply their understanding of RE through cross-curricular learning e.g through art, PE, English etc.
- ◊ To consider the Christian values and how they relate to other religions and cultures.

As a result of this, pupils have a deep understanding of the foundation of world religions, how it influences their everyday lives in a range of times and cultures. They will also be able to reflect on how they can use what they have learned to influence their own moral conscience and their relationships with others.

*'We should be rigorous in judging ourselves and gracious in judging others.'* –John Wesley



## OUR COMMUNITY

### WHAT DOES IT MEAN TO BELONG TO A CHURCH SCHOOL?

#### Specific Focus PT1

- ◊ Begin to name the different beliefs and practices of Christianity and at least one other religion.
- ◊ Show how different people celebrate aspects of religion.
- ◊ Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.

#### Specific Focus PT2

- ◊ Begin to talk about and find meanings behind different beliefs and practices.
- ◊ Either ask or respond to questions about what individuals and faith communities do.

#### Deeper Knowledge Questioning

- ◊ What does it mean to belong to a Church school? (AT1)
- ◊ Why is being part of a community special? (AT2)

#### End of Year Expectations

- ◊ Talk about communities I belong to including my school, family, clubs, Church and Cambourne.
- ◊ Explain how Christians share their beliefs with their community

#### End of Year Expectations


- ◊ Describe why community is important to Christians and what community means to me.

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## FESTIVAL OF LIGHT

### HOW IS LIGHT IMPORTANT IN OTHER RELIGIONS?

#### Specific Focus PT1

- ◊ Begin to name the different beliefs and practices of Christianity and at least one other religion.
- ◊ Show how different people celebrate aspects of religion. 
- ◊ Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.

#### Specific Focus PT2

- ◊ Begin to talk about and find meanings behind different beliefs and practices.
- ◊ Express their own ideas creatively. 

#### Deeper Knowledge Questioning

- ◊ How is light important in different religions? (AT1)
- ◊ What is the meaning behind different religious practices during festivals of light? (AT2)

#### End of Year Expectations

- ◊ Understand the meaning of light during Diwali, Hanukkah and Christmas.
- ◊ Say how artefacts show the symbol of light.

#### End of Year Expectations

- ◊ Suggest meanings of the Christmas story, the story of Rama and Sita and the story of the Maccabees.
- ◊ Express and compare how I celebrate with festivals of light from other religions.



## GOSPEL

### WHAT IS THE GOOD NEWS THAT JESUS BRINGS?

#### Specific Focus PT1

- ◊ To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.

#### Specific Focus PT2

- ◊ Begin to suggest meanings of some religious and moral stories.

#### Deeper Knowledge Questioning

- ◊ What is the good news that Jesus brings? (AT1)
- ◊ Why is Jesus' good news important to Christians? (AT2)

#### End of Year Expectations

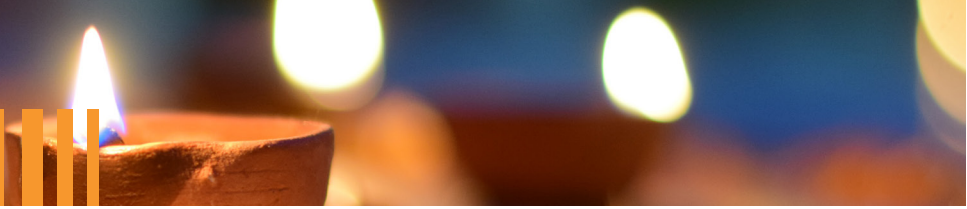
- ◊ Explain the ways that Christians believe Jesus brought them good news and how this brings them peace and happiness.
- ◊ Use subject specific vocabulary such as Jesus, God, Bible, community, gospel, prayer, worship, journey, Lent, resurrection, disciple, diya, rangoli, Hanukkah, pilgrimage, pilgrim.

#### End of Year Expectations

- ◊ Say ways in which I might ask for forgiveness and why it is important to Christians and me.
- ◊ Reflect upon what I might do to be a better person.

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#### Comments and reflections



## SALVATION

### WHY DOES EASTER MATTER TO CHRISTIANS?

#### Specific Focus PT1

- ◊ Show how different people celebrate aspects of religion.
- ◊ Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.

#### Specific Focus PT2

- ◊ Begin to suggest meanings of some religious and moral stories.
- ◊ Either ask or respond to questions about what individuals and faith communities do.

#### Deeper Knowledge Questioning

- ◊ Why does Easter matter to Christians? (AT1)
- ◊ What does Easter mean to me? (AT2)

#### End of Year Expectations

- ◊ Explain the meaning of Easter symbols.
- ◊ Use subject specific vocabulary such as Jesus, God, Bible, community, gospel, prayer, worship, journey, Lent, resurrection, disciple, diya, rangoli, Hanukkah, pilgrimage, pilgrim.

#### End of Year Expectations

- ◊ Say ways in which I might ask for forgiveness and why it is important to Christians and me.
- ◊ Reflect upon what I might do to be a better person.
- ◊ Respond to learning in a range of ways including writing, drawing, painting, construction and prayer.

## DIFFERENT FAITHS – FAMILY

### WHAT DIFFERENCE DOES BELONGING TO A FAITH MAKE TO A FAMILY?

#### Specific Focus PT1

- ◊ Begin to name the different beliefs and practices of Christianity and at least one other religion.
- ◊ Show how different people celebrate aspects of religion.
- ◊ Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.

#### Specific Focus PT2

- ◊ Begin to talk about and find meanings behind different beliefs and practices.
- ◊ Either ask or respond to questions about what individuals and faith communities do.

#### Deeper Knowledge Questioning

- ◊ What difference does belonging to a faith make to a family? (AT1)
- ◊ Why is being part of a community special?

#### End of Year Expectations

- ◊ Talk about different ways of worshipping.
- ◊ Use subject specific vocabulary such as Jesus, God, Bible, community, gospel, prayer, worship, journey, Lent, resurrection, disciple, diya, rangoli, Hanukkah, pilgrimage, pilgrim.

#### End of Year Expectations

- ◊ Reflect on what it means to worship and say where I would like to worship.
- ◊ Write a prayer.





## DIFFERENT FAITHS – PILGRIMAGE

### WHAT IS A SPECIAL PLACE?

#### Specific Focus PT1

- ◊ Begin to name the different beliefs and practices of Christianity and at least one other religion.
- ◊ Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.


#### Specific Focus PT2

- ◊ Begin to talk about and find meanings behind different beliefs and practices.
- ◊ Either ask or respond to questions about what individuals and faith communities do.

#### Deeper Knowledge Questioning

- ◊ What is a pilgrimage? (AT1)
- ◊ How do pilgrims feel whilst on their journey? (AT2)

#### End of Year Expectations

- ◊ Explain what the Bible teaches us about journeys. 
- ◊ Use subject specific vocabulary such as Jesus, God, Bible, community, gospel, prayer, worship, journey, Lent, resurrection, disciple, diya, rangoli, Hanukkah, pilgrimage, pilgrim.

#### End of Year Expectations

- ◊ Plan a journey to a special place. 

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### Comments and reflections

# SCIENCE

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## HOW IS SCIENCE LINKED TO THE VINE VISION AND VALUES?

**'Let the rooms be full of contentment'** – children undertaking investigations in a thoughtful and engaging way.

**'love of one another'** – teamwork, discussing ideas and being thoughtful enough to understand, even if they don't agree, with other children's ideas.

**'love of mankind'** – learning about different discoveries and creations that occurred through time.

**'love of life itself'** – exploring the natural world around us appreciating what we have but also how all living things are precious and unique.

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## SCIENTIFIC ENQUIRY

### Observing Closely

- ◊ Can they talk about what they see, touch, smell, hear or taste?
- ◊ Can they use simple equipment to help them make observations?

### Identifying and Classifying

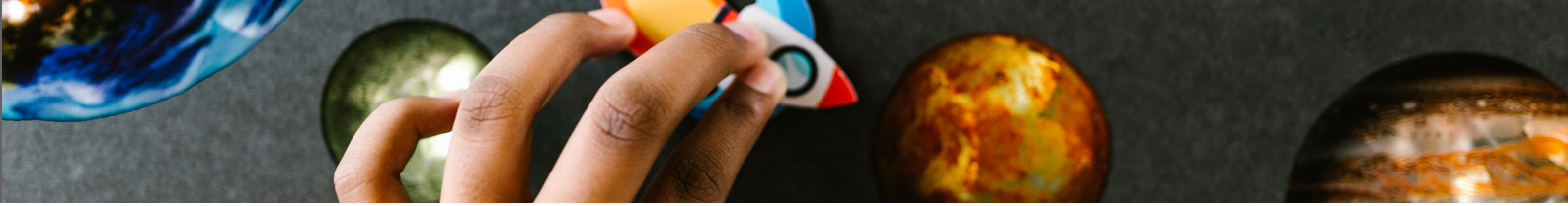
- ◊ Can they identify and classify things they observe?
- ◊ Can they think of some questions to ask?
- ◊ Can they answer some scientific questions?
- ◊ Can they give a simple reason for their answers?
- ◊ Can they explain what they have found out?

### Performing Tests

- ◊ Can they perform a simple test?
- ◊ Can they tell other people about what they have done?

### Recording Findings

- ◊ Can they show their work using pictures, labels and captions?
- ◊ Can they record their findings using standard units?
- ◊ Can they put some information in a chart or table?



## MASTERY FOR ALL PUPILS IN SCIENCE AT THE VINE

A child at the Vine who has mastered Science thinks carefully about the world around them explaining how and why things work, using key scientific vocabulary.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ Opportunity for scientific enquiry and observations
- ◊ Include outdoor learning
- ◊ Practical Investigations (plan, do and review)
- ◊ Children to use specific topic related vocabulary
- ◊ Embed use of skills such as aim/question, predict/hypothesize, fair test, method, results, conclude
- ◊ High order questions
- ◊ Mixed ability, independent and group tasks encouraged
- ◊ Use a range of scientific equipment and self-select appropriately
- ◊ Opportunities for cross curricular links eg; interpreting and presenting data and findings, use of ICT, writing and researching scientifically
- ◊ Encourage risk taking



As a result of this children have a deep understanding of the concepts covered including the social, moral, spiritual and cultural aspects as appropriate.

*'The important thing is to not stop questioning. Curiosity has its own reason for existing.'* Einstein

## BIOLOGY – PLANTS

### Specific Focus

- ◊ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- ◊ Identify and describe the basic structure of a variety of common flowering plants, including trees

### End of Year Expectations

- ◊ Identify 4 plants/flower/trees in and around the school grounds. Eg hazel, conifers, oak, brambles, daisies, rose hips
- ◊ Identify and name a range of common plants and trees.
- ◊ Recognise deciduous and evergreen trees.– oak, conifer, holly, hazel
- ◊ Name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant.

## BIOLOGY – ANIMALS AND HUMANS

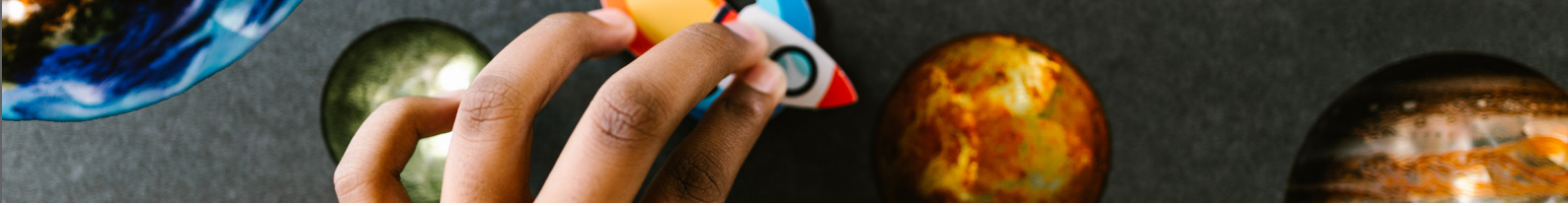
### Specific Focus

- ◊ Identify and name a variety of common animals including fish, amphibians, reptiles, birds, 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 (fish, amphibians, reptiles, birds and mammals, including pets)

### End of Year Expectations

- ◊ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

- ◊ Name a variety of common animals and describe how they are suited to their environment.
- ◊ Name a range of domestic animals. E.G. –Dog, cat, rabbit, cow, sheep, human,
- ◊ Identify key features of a range of common animals; legs, tails, feathers, fur, scales, claws, teeth, hair
- ◊ Sort photographs of living things and non-living things?
- ◊ Point out some of the differences between different animals
- ◊ Relate each of the human senses to organs. Ear, hearing, eyes, sight, touch, skin, tongue, taste, nose, smell
- ◊ Name the parts of the human body that they can see.
- ◊ Draw & label basic parts of the human body?
- ◊ Name the parts of an animal's body
- ◊ Compare the bodies of different animals.



### Deeper Knowledge Questioning

- ◊ Why does the plant have roots?
- ◊ Why do scientists make notes and recordings?
- ◊ Can you explain the findings in your own words?
- ◊ Can you sort these flowers by size?
- ◊ What do you already know about this plant?
- ◊ Using what you know, how can you group the animals?
- ◊ Which scientific words would best describe...?
- ◊ What do you already know about ..... that might be useful?
- ◊ What specific scientific vocabulary best describes this?
- ◊ What helps you learn in science and why?
- ◊ Can you name any parts of the human body that cannot be seen?
- ◊ Why do certain animals have certain characteristics?
- ◊ Name a range of wild animals?

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### Comments and reflections

## CHEMISTRY – MATERIALS

### Specific Focus

- ◊ Distinguish between an object and the material from which it is made
- ◊ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- ◊ Describe the simple physical properties of a variety of everyday materials
- ◊ Compare and group together a variety of everyday materials on the basis of their simple physical properties

### End of Year Expectations

- ◊ Distinguish between an object and the material from which it is made.
- ◊ Describe materials using their senses
- ◊ Describe materials using their senses, using specific scientific words
- ◊ Identify and name a range of materials.
- ◊ Name some different everyday materials? e.g. wood, plastic, metal, water and rock
- ◊ Describe a range of properties of a variety of materials. Hard, soft, shiny, bendy, cold,
- ◊ Explain what material objects are made from
- ◊ Explain why a material might be useful for a specific job?
- ◊ Classify a variety of materials into groups based on physical properties.
- ◊ Can sort materials into groups by a given criteria

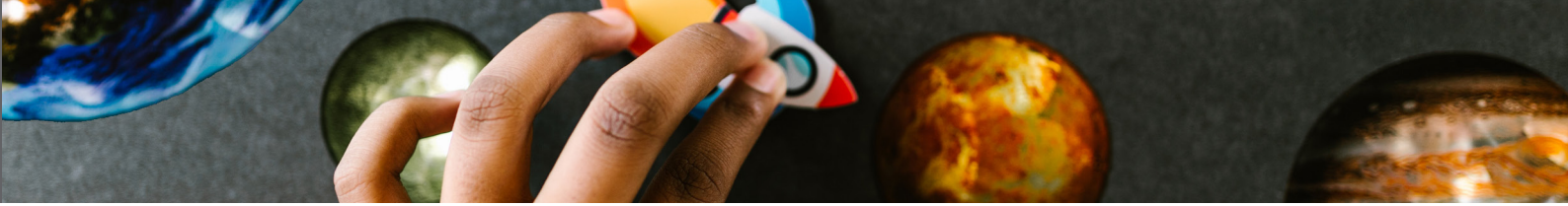
## PHYSICS – SEASONAL CHANGES

### Specific Focus

- ◊ Observe changes across the four seasons
- ◊ Observe and describe weather associated with the seasons and how day length varies

### End of Year Expectations

- ◊ Keep a weather chart and change daily
- ◊ Observe changes across the four seasons
- ◊ Name the four seasons in order
- ◊ Observe and describe weather associated with the seasons
- ◊ Observe and describe how day length varies
- ◊ Observe features in the environment and explain that these are related to a specific season
- ◊ Observe and talk about changes in the weather
- ◊ Talk about weather variation in different parts of the world



### Deeper Knowledge Questioning

- ◊ Which scientific words would best describe...?
- ◊ Are there any similarities between...?
- ◊ How are you being a scientist?
- ◊ Were your predictions accurate?
- ◊ What specific scientific vocabulary best describes this?
- ◊ How many objects can you find made of that material?
- ◊ Can you provide illustrations for each season of the year?
- ◊ What do you want to learn about the weather and seasons and why is it useful?
- ◊ What helps you learn in science and why?

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### Comments and reflections

# COMPUTING

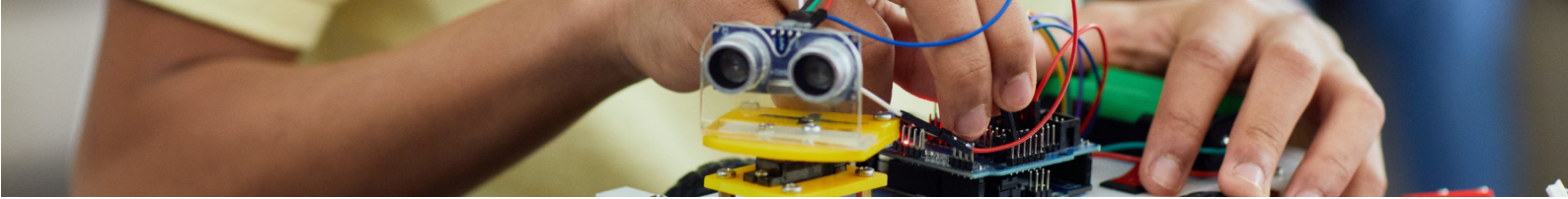
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## HOW IS COMPUTING LINKED TO THE VINE VISION AND VALUES?

**Let the rooms be full of contentment** – pupils develop and consolidate skills learnt in computing lessons

**Love of one another, love of mankind** – pupils have opportunities to support each other and act safely with courtesy and wisdom whilst online

**Love of mankind, love of life itself** – pupils understand the opportunities for themselves in wider society and globally



## MASTERY FOR ALL PUPILS IN COMPUTING AT THE VINE

Effective mastery in computing reflects independent and collaborative learning demonstrating logical thinking, problem-solving and creativity with an ability to apply these skills to the real world in and out of school. It enriches, extends and consolidates their abilities in a variety of curriculum contexts and contributes to cross-curricular learning.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ Children understand and apply the fundamental concepts of computer science, such as logic, algorithms, abstraction and decomposition.
- ◊ Lessons include open-ended questioning and investigations to help children develop logical thinking and problem-solving skills.
- ◊ Activities allow children to independently and collaboratively solve problems, generate ideas, acquire skills and apply their judgement to their own and others' learning.
- ◊ Opportunities to explore how digital systems work, to write computer programs for a particular purpose, to analyse problems and de-bug errors in computational terms.
- ◊ Children apply their skills to their learning in other subjects, for example, representing data in maths and science lessons, creating designs in art and DT or producing interactive content in history.
- ◊ Children are encouraged to explore a variety of resources, such as laptops, iPads and cameras, and given the opportunities to select the equipment they would like to use to complete their task.
- ◊ Children are confident, proficient, digitally-literate and responsible users of technology, including the internet, who have a thorough awareness of the principles of e-safety and apply them consistently.

**'I do not fear computers. I fear the lack of them' - Isaac Asimov**

## ONLINE SAFETY

### Specific Focus

- ◊ Pupils know how to keep safe online and understand what to do and where to go for help if they have concerns about content or contact.
- ◊ Pupils know that they should act respectfully online

### Deeper Knowledge Questioning

- ◊ How do you keep yourself safe online?
- ◊ Whom would you talk to if you saw something that upsets you?
- ◊ What is personal information?

### End of Year Expectations

- ◊ Identify adults inside and outside of schools that can help if they see something they do not like online.
- ◊ Know that they need to keep the browser open if they see something they do not like but minimise it or hide the screen and tell a trusted adult.
- ◊ Know what personal information is and that it should be kept private.

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## UNDERSTANDING AND USING TECHNOLOGY

### Specific Focus

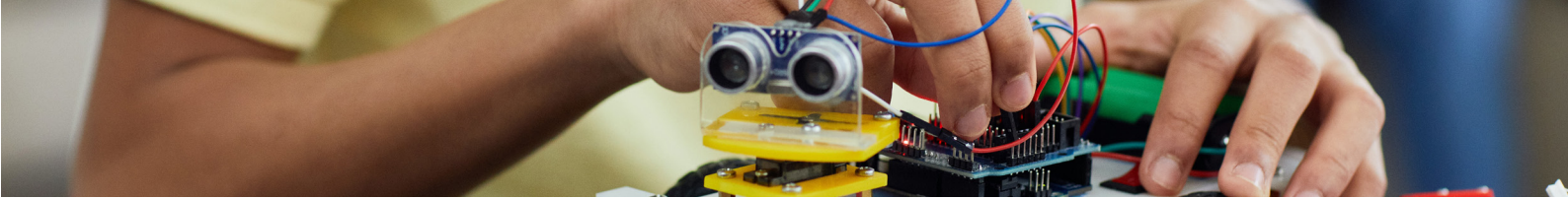
- ◊ Pupils understand technology and the role technology plays in their lives.
- ◊ Pupils use technology to develop ideas and create digital content.

### Deeper Knowledge Questioning

- ◊ What new words did you learn/use today?
- ◊ What is that part of the computer called?
- ◊ What is this device used for?

### End of Year Expectations

- ◊ Identify different digital technologies used in school and at home.
- ◊ Identify the main parts of a computer and how to safely turn them on and off.
- ◊ Understand the basics of online searching.
- ◊ Know how to explore websites and to say whether they like them or not and why.
- ◊ Begin to use a keyboard to word process ideas using the basic skills of spacebar, caps lock for upper and lowercase letters, enter, backspace and delete.
- ◊ Begin to use technology to create digital art others.



## PROGRAMMING

### Specific Focus

- ◊ Pupils write algorithms, predict outcomes, identify and debug errors, and evaluate their learning.

### End of Year Expectations

- ◊ Understand that an algorithm is a precise set of instructions.
- ◊ Create algorithmic instructions using symbols.
- ◊ Plan, program and test a route for a Bee-Bot.
- ◊ Begin to predict the outcome of an algorithm.

- Deeper Knowledge Questioning**
- ◊ Can you describe your algorithm?
  - ◊ Can you reverse your algorithm?
  - ◊ What did you do to solve the problem?
- 

## TERMINOLOGY

### End of Year Expectations

algorithm, program, error, bug, debug, predict, outcome

power button, monitor, screen, touchscreen, keys, keyboard, mouse, touchpad, internet, search, website, log-on, log-off, username, password, space bar, uppercase and lowercase, enter, backspace, delete

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### Comments and reflections

# DESIGN AND TECHNOLOGY

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## HOW IS DESIGN AND TECHNOLOGY LINKED TO THE VINE VISION AND VALUES?

**Let the rooms be full of contentment** – pupils develop and build upon a range of identified skills from one year to the next

**Love of one another, love of mankind** – pupils have opportunities to work as a team and support each other in their learning

**Love of mankind, love of life itself** – pupils understand the importance of Design and Technology in our society and globally



## MASTERY FOR ALL PUPILS IN DESIGN AND TECHNOLOGY AT THE VINE

Effective mastery in Design & Technology encourages pupils to think and intervene creatively to solve problems both as individuals and as members of a team. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

Teaching pupils Design and Technology involves two important elements – learning about the designed and man-made world and how things work, and learning to design and make functional products for particular purposes and users.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ Design & Technology through active participation allows pupils to be creative and innovative alongside developing their skills and knowledge in design, materials, structures, mechanisms, textiles and food.
- ◊ Pupils acquire and apply knowledge and understanding of materials and components, mechanisms, structures, existing products and health and safety.
- ◊ Pupils enjoy making decisions for themselves and doing practical work. They are encouraged to think, decide and plan, as well as go and create.
- ◊ Pupils love creating products they can see, touch – and even taste – for themselves and feel proud to have done so.

The skills learned in Design and Technology also help with learning across the curriculum. Pupils knowledge and skills should be linked to learning in science, maths, computing, English, PSHE and art and design.

Throughout the year opportunities will be provided for pupils to participate in and nutrition and for them to work with textiles.

Pupils are encouraged to assess and manage risks when using a range of tools.

Pupils have the ability to use the language of Design & Technology.

Links to British and Christian values are made including decision making, showing initiative and innovative thinking when planning and completing projects, respect for democracy and others through sharing ideas and resources when completing projects and respect and tolerance when evaluating their own and each other's work.

Pupils develop resilience by testing and evaluating their designs and their products throughout the process. They will be encouraged to think about their successes and their failures and use both to learn from.

**“Everyone gets knocked back, no one rises smoothly to the top without hindrance. The ones who succeed are those who say, right, let's give it another go.” – James Dyson**

### RESEARCH

#### Specific Focus

- ◊ Explore existing products.

### DESIGN

#### Specific Focus

- ◊ Generate, model and communicate ideas

### MAKE

#### Specific Focus

- ◊ Build and improve structure and mechanisms

### EVALUATE

#### Specific Focus

- ◊ Say what they like and do not like about items they have made and give reasons why
- ◊ Talk about their designs as they develop and identify good and bad points

### Can I design and create a picture with a moving part?

#### End of Year Expectations

Understand...

- ◊ what products are
- ◊ how products work
- ◊ how and where products are used

Pupils should use knowledge of existing products to help come up with ideas

#### End of Year Expectations

- ◊ Work confidently within a range of contexts, such as school based, real and imaginary,
- ◊ State what products they are designing and making
- ◊ Develop and communicate ideas by talking and drawing
- ◊ Generate ideas by drawing on their own experiences.

#### End of Year Expectations

- ◊ Select from a range of tools and equipment, explain their choices
- ◊ Cut shapes out accurately using scissors
- ◊ Join materials using glue, split pins, elastic bands and tape
- ◊ Have experience of working with card and reclaimed materials

#### End of Year Expectations

- ◊ Talk about their design ideas and what they are making
- ◊ Make simple judgements about their products and ideas against design criteria



## TECHNICAL KNOWLEDGE

### Specific Focus

- ◊ Explore and use mechanisms such as levers and sliders in their products

### Deeper Knowledge Questioning

- ◊ What safety rules do you need to follow?
- ◊ What tools did you use?
- ◊ What material is this?
- ◊ How does it work?
- ◊ Does your product look like your design? Why?

### End of Year Expectations

- ◊ Know about the simple working characteristics of materials and components.
- ◊ Know about the movement of simple mechanisms such as levers, sliders

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### Comments and reflections



### Can I design and create a healthy sandwich?

## WHERE FOOD COMES FROM

### Specific Focus

- ◇ Understand where food comes from

### End of Year Expectations

Understand...

- ◇ ...that food is grown, reared and caught in the UK, Europe and around the world.
- ◇ ...that food has to be farmed, grown elsewhere (in a garden) or caught.
- ◇ ... that everyone should eat at least five portions of fruit and vegetables every day.

## WHERE FOOD COMES FROM

### Specific Focus

- ◇ How to eat a healthy, balanced diet?
- ◇ Use tools such as knives and peelers.
- ◇ Prepare simple dishes.

### End of Year Expectations

- ◇ Know how to name and sort food into the five groups in The Eat Well plate.
- ◇ Know that everyone should eat at least five portions of fruit and vegetables every day.
- ◇ Know how to prepare simple dishes safely and hygienically, without using a heat source.
- ◇ Begin to use techniques such as spreading, chopping and grating.

### Deeper Knowledge Questioning

Can you name some healthy foods?

Where did your ingredients come from? (focus on fruit and vegetables)

What safety rules do you need to follow? How can you prepare your food in a hygienic way?

Which piece of fruit / vegetables do you like the best? Why?



## Comments and reflections

# ART & DESIGN

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## HOW IS ART & DESIGN LINKED TO THE VINE VISION AND VALUES?

**This is our school. Let peace dwell here** – at the Vine, we nurture creativity through our thinking and express this through our Art.

**Pupils are encouraged to take time to reflect and question and develop a sense of awe and wonder.**

**Let love abide here** – we take pride and care about our pieces of Art.

**Let the rooms be full of contentment** – each year the children build upon previously learned techniques and learn new skills.

**Let us remember that as many hands build a school, so many hearts make a school** – each piece of artwork is personal and special to the pupils but as a collective, it adds value to the celebration of Art as a while at The Vine.



## MASTERY FOR ALL PUPILS IN ART & DESIGN AT THE VINE

Effective mastery in Art, craft and design reflects independent learning demonstrating creativity, imagination and innovation with technical competence. It enriches, extends and consolidates learning in a variety of curriculum contexts and contributes to cross curricular learning.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ Art, craft and design through active participation allows pupils to explore their imagination, generate ideas, acquire skills and apply judgement.
- ◊ Pupils are proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ◊ Pupils are able to express themselves in personal and innovative ways and their originality, feelings and attitudes are valued.
- ◊ Effective mastery in Art encourages all pupils to think deeply about art work and develop their visual vocabulary.
- ◊ Pupils have the ability to use the language of art, craft and design.
- ◊ Higher order questioning during learning ensures that pupils can reflect on spiritual and ethical issues when exploring art from other times and cultures.
- ◊ Pupils are encouraged to ask their own deep thinking questions and are given time to contribute to peer/ class discussions and debates developing critical and creative thinking.
- ◊ Pupils are encouraged to compare and contrast methods and styles from one artist/painting to another thus leading to self-expression and innovation.
- ◊ Pupils are given opportunities to research, record and reflect upon their own learning and evaluate it over a period of time.
- ◊ Pupils are encouraged to develop their observation, precision, independence, creativity and mastery in the use of a range of a wide range of tools and techniques.
- ◊ High quality resources such as artefacts and pictures are used to stimulate curiosity and deep thinking ideas.

As a result of this, pupils have a deep understanding of the influences, style and inspiration of great artists, designers and crafts makers from a range of times and cultures.

**'Creativity is contagious, pass it on' –Albert Einstein**



## 3D

### End of Year Expectations

- ◊ To be able to cut and roll materials
- ◊ To handle rigid and malleable materials using simple tools for shaping, mark marking.

### Suggested Artists

- ◊ Anothony Gormley
- ◊ Rodin

#### Deeper Knowledge Questioning

- ◊ Can you describe the texture to a partner?
- ◊ Which tools can we use to shape the clay?
- ◊ How did you create the effect?

### Specific Focus

- ◊ To construct a free standing model from materials such as clay, dough or plasticine, adding texture by using tools.

### Resources to develop skills

- ◊ Charcoal, a small range of soft and hard pencils, graphite sticks, wax crayons, pastels, conté pencils/sticks, coloured pencils, pens, oil pastels, water

## PRINTING

### End of Year Expectations

- ◊ To be able to print with found materials e.g sponges, vegetables and fruit
- ◊ To be able to create rubbings using different materials – wax crayons, chalk etc...
- ◊ To print using 1 or 2 colours

### Suggested Artists

- ◊ Different cultures – Chinese block prints
- ◊ Richard Long – ‘Mud Hand Circle’

#### Deeper Knowledge Questioning

- ◊ What technique have you used?
- ◊ Why did you do it this way?
- ◊ What do you need to remember when printing?

### Specific Focus

- ◊ To be able to create a print using pressing, rolling, rubbing or stamping.
- ◊ To create your own print design.
- ◊ Develop impressed images with some detail.
- ◊ Plan and create repeating print. (idea – Christmas card/wrapping paper)

### Resources to develop skills

- ◊ Press print, digital technology, fabric prints, crayons, wax resist, string, printing inks, rollers



# PAINTING

## End of Year Expectations

- ◊ To be able to hold and use a variety of paintbrushes correctly.
- ◊ Able to mix paint to create all the secondary colours and predict outcomes.
- ◊ Able to darken/lighten without using black and white.

## Suggested Artists

- ◊ Mondrian
- ◊ Kandinsky
- ◊ Monet
- ◊ Miro
- ◊ Edward Tingatina

## Deeper Knowledge Questioning

- ◊ Which artist painted this picture?
- ◊ Which are the primary colours?
- ◊ What colour is this?
- ◊ What do you need to remember when you are painting?

## Specific Focus

- ◊ Explore relationships between colour, moods and feelings. (hot and cold colours)
- ◊ Explore strokes, blending, splash and dripping techniques.
- ◊ To know and name the primary colours and how to mix secondary colours.

## Resources to develop skills

- ◊ Watercolour, powder paint, tempera (block and ready-mix), ink, PVA and additives, natural products e.g. beetroot juice and natural dyes a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, sponge rollers, invented painting tools

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## Comments and reflections

## HISTORY

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### HOW IS HISTORY LINKED TO THE VINE VISION AND VALUES?

Our History Curriculum allows children to think about themselves and the wider world. We live by the school values and its vision as it is present throughout the whole curriculum not just History. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Let peace dwell here** – we seek to understand the past to better understand ourselves

**Let the rooms be full of contentment** – asking questions about the past and future

**Let love abide here. Love for one another, love of mankind, love of life itself and love God** – Understand the past to celebrate the present

**Let us remember that as many hands build a house, so many hearts make a school** – Recognise the importance of teamwork and collaboration throughout history but also the activities within school



## MASTERY FOR ALL PUPILS IN HISTORY AT THE VINE

Effective mastery in History encourages all pupils to think critically about the past and evaluate the impact of historical events on the modern world.

- ◊ Pupils are encouraged to compare and contrast historical customs and beliefs from one society to another by studying a range of sources. They will be able to link these to their own experiences and make connections in other subjects and how these relate to Spiritual, Moral, Social and Cultural (SMSC) and British Values.
- ◊ Open and supplementary questioning utilising Blooms taxonomy ensures that pupils can deepen their understanding by empathising with people and events of the past and analysing their motivation and decisions. In addition, pupils are encouraged to ask their own probing questions and are given opportunities to reflect, discuss and debate with their peers.
- ◊ Time is spent developing historical skills such as interpretation and enquiry. Pupils who demonstrate mastery will: evaluate the reliability of sources, select the most appropriate; and form their own opinions about historical events.
- ◊ A variety of differentiation and scaffolded thinking enables pupils to access and successfully achieve challenging teaching objectives.
- ◊ Purposeful learning will ensure pupils have a comprehensive understanding of the past and develop critical thinking skills and attitudes towards their history learning within and beyond school.

**'Nowhere is it ordained that history moves in a straight line' – Barack Obama**



## CHRONOLOGICAL UNDERSTANDING

### Specific Focus

- ◊ Changes within living memory where appropriate link to aspects of change in national life.
- ◊ Pupils should be taught about events beyond living memory that are significant nationally or globally.

E.g Guy Fawkes and Parliament, First space flight, first moon landing, Cambourne built

### Deeper Knowledge Questioning

- ◊ Can they put up to five objects/events in chronological order (recent history)?
- ◊ Can they use words and phrases like: very old, when mummy and daddy were little?
- ◊ Can they use the words before and after correctly?
- ◊ Can they identify objects from the past and how it was used?

### End of Year Expectations

- ◊ Use words and phrases like: before, after, past, present, then and now, old, new and a long time ago
- ◊ Explain how they have changed since they were born.
- ◊ Give examples of things that were different when their grandparents were children.
- ◊ Recognise that some objects belonged to the past.
- ◊ Over the year create an historical time line of the events being studied

## KNOWLEDGE AND INTERPRETATION

### Specific Focus

- ◊ Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.
- ◊ Some should be used to compare aspects of life in different periods.
- ◊ Life of Tim Peake and Jane Goodall, King James and Guy Fawkes

### Deeper Knowledge Questioning

- Can they explain why certain objects were different in the past, e.g. televisions?
- Can they tell us about an important historical event that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Do they know who will succeed the queen and how the succession works?

### End of Year Expectations

- ◊ Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.
- ◊ Can explain how some people have helped us to have better lives.
- ◊ Can recount the life of someone famous from Britain who lived in the past. Can explain what they did earlier and what they did later.



## HISTORICAL ENQUIRY

### Specific Focus

- ◊ Ask and answer questions about old and new objects
- ◊ Spot old and new things in a picture
- ◊ Give a plausible explanation about what an object was used for in the past.
- ◊ Answer questions using an artefact/ photograph provided

### End of Year Expectations

- ◊ Spot old and new things in a picture.
- ◊ Recognise that some objects belonged to the past.
- ◊ Research the life of a famous person from the past using different sources of evidence.

### Deeper Knowledge Questioning

- ◊ Can they answer questions using a range of artefacts/ photographs provided?
- ◊ Can they explain why certain objects were different in the past?

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### Comments and reflections



## GUY FAWKES

### Specific Focus

- ◊ Pupils should be taught about events beyond living memory that are significant nationally or globally.
- ◊ King James and Guy Fawkes
- ◊ Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.

E.g Guy Fawkes and Parliament, First space flight, first moon landing, Cambourne built

### Deeper Knowledge Questioning

- ◊ Can they put up to five objects/events in chronological order (recent history)?
- ◊ Can they use words and phrases like: very old, when mummy and daddy were little?
- ◊ Can they use the words before and after correctly?
- ◊ Can they identify objects from the past and how it was used?

### End of Year Expectations

- ◊ Use words and phrases like: before, after, past, present, then and now, old, new and a long time ago

## SPACE LANDING

### Specific Focus

- ◊ Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievement and be used to compare aspects of life in different periods.
- ◊ Life of Tim Peake and Jane Goodall,
- ◊ Can explain how some people have helped us to have better lives.

### Deeper Knowledge Questioning

- Can they explain why certain objects were different in the past, e.g. televisions?
- Can they tell us about an important historical event that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Do they know who will succeed the queen and how the succession works?

### End of Year Expectations

- ◊ Changes within living memory where appropriate link to aspects of change in national life.
- ◊ Can recount the life of someone famous from Britain who lived in the past. Can explain what they did earlier and what they did later.



## LOCAL HISTORY

### Specific Focus

- ◊ Spot old and new things in a picture.
- ◊ Recognise that some objects belonged to the past.
- ◊ Research the life of a famous person from the past using different sources of evidence.

### Deeper Knowledge Questioning

- ◊ Can they answer questions using a range of artefacts/ photographs provided?
- ◊ Can they explain why certain objects were different in the past?

### End of Year Expectations

## KEY SKILLS

The following key skills to be woven into units across the year

- ◊ Explain how they have changed since they were born.
- ◊ Give examples of things that were different when their grandparents were children.
- ◊ Recognise that some objects belonged to the past.
- ◊ Over the year create an historical time line of the events being studied
- ◊ Ask and answer questions about old and new objects
- ◊ Spot old and new things in a picture
- ◊ Give a plausible explanation about what an object was used for in the past.
- ◊ Answer questions using an artefact/ photograph provided

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### Comments and reflections

## GEOGRAPHY

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### HOW IS GEOGRAPHY LINKED TO THE VINE VISION AND VALUES?

Geography at the Vine teaches pupils the knowledge, skills and understanding to make sense of their world.

The curriculum is designed to have a balance of core knowledge (facts, location, names, vocabulary) and a sense of place (senses, emotions, values, opinions) in order to develop a knowledge and understanding of real places as well as how people affect the environment and are influenced by it.

Pupils acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments which link with love of one another, love of mankind, love of life itself and let peace dwell here.



## MASTERY FOR ALL PUPILS IN GEOGRAPHY AT THE VINE

Effective mastery in Geography enables pupils to make comparisons, showing their understanding of geographical similarities and differences now and over time through the study of human and physical geography. They will be able to link these to their own understanding and make connections in other subjects and how these relate to Spiritual, Moral, Social and Cultural (SMSC) and British Values.

- ◊ Pupils will use a range of high quality resources to stimulate curiosity, creative and critical thinking.
- ◊ Open and supplementary questioning utilising Blooms taxonomy ensures that pupils can deepen their understanding by empathising with people in local, national and global contexts and analysing their motivation and decisions. In addition, pupils are encouraged to ask their own probing questions and are given opportunities to reflect, discuss and debate with their peers. Pupils will explore spatial, economic, environmental and social implications through a range of topics.
- ◊ Pupils who demonstrate mastery develop their geographical skills using tools (including digital mapping, ordnance and field work) to apply their understanding of locational, place, human and physical knowledge.
- ◊ A variety of differentiation and scaffolded thinking enables pupils to access and successfully achieve challenging teaching objectives.
- ◊ Purposeful learning will ensure pupils have a comprehensive understanding of our world and develop evaluative thinking skills and attitudes towards their geography learning within and beyond school.

**“Geography is the subject which holds the key to our future” – Michael Palin**

## LOCATION KNOWLEDGE – UK

### Specific Focus

- ◊ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### Deeper Knowledge Questioning

- ◊ What could you use to help you find these places?

### End of Year Expectations

- ◊ Name the four countries in the United Kingdom and locate them on a map.
- ◊ Name the capital cities of England, Wales, Scotland and Northern Ireland.
- ◊ Name the seas surrounding the United Kingdom and locate them on a map.

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## HUMAN AND PHYSICAL – WEATHER



### Specific Focus

- ◊ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Deeper Knowledge Questioning

- ◊ How could you record and compare the daily findings from our weather station?
- ◊ Can you answer questions using a weather chart?
- ◊ What helps you learn in geography and why?

### End of Year Expectations

- ◊ Keep a weather chart and answer questions about the weather.
- ◊ Explain some of the main things that are in hot and cold places.
- ◊ Explain the clothes that I would wear in hot and cold places.
- ◊ Explain how the weather changes throughout the year and name the seasons.
- ◊ Point to the Equator, North and South Pole on an atlas and globe.

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## Comments and reflections



## GEOGRAPHY SKILLS AND FIELDWORK



### Specific Focus

- ◊ Begin to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- ◊ Begin to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

### Deeper Knowledge Questioning

- ◊ What helps you learn in geography and why?
- ◊ Can you think of a way to help you remember the directions of the compass?

### End of Year Expectations

- ◊ Use a map to locate the countries of the United Kingdom.
- ◊ **Point to the countries we have looked at on a world map.**
- ◊ Know the four main directions on a compass are; North, East, South and West.
- ◊ Use the directional vocabulary: near; far; left; right to explain where a location is.

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## GEOGRAPHICAL ENQUIRY



### Specific Focus

- ◊ Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.

### Deeper Knowledge Questioning

- ◊ Can you explain the areas shown in the aerial photograph?
- ◊ Should you draw, write or photograph your findings and which is best?

### End of Year Expectations

- ◊ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- ◊ Devise a simple map.
- ◊ **Use and construct basic symbols in a key.**

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## Comments and reflections

# MUSIC

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## HOW IS MUSIC LINKED TO THE VINE VISION AND VALUES?

**This is our school:** Pupils challenged through quality first teaching. Show kindness and gentleness by thinking about others and helping through partner/group learning activities.

**Let peace dwell here:** Show goodness by making the right choices being ready for learning. Develop self-control when playing instruments by treating them respectfully. Take the time to be peaceful, reflect upon the music and their learning, develop a sense of awe and wonder.

**Let the rooms be full of contentment:** Singing brings joy and happiness to pupils and the school. Opportunities given to experiment and deepen understanding.

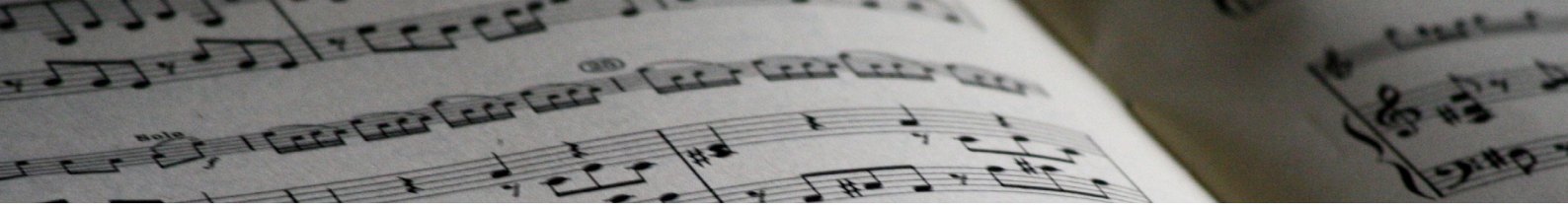
**Let love abide here:** Take pride in meaningful learning that has a purpose, to foster curiosity and love for Music. Showcase, celebrate and value pupil's musical achievements in the community.

**Love of one another:** Independent, partner, and whole class learning that encourages pupils to respect and celebrate each other's talents.

**Love of mankind:** Exploring music from around the world encourages understanding and tolerance of music from different faiths, beliefs and cultures.

**Love of life itself and love of God:** Positive and joyful attitude towards Music learning. Pupils embrace challenges and are helped to have faith in themselves. Weekly singing worship – recognition that singing is a form of worship (Methodism).

**Let us remember that as many hands build a house, so many hearts create a school:** Each composition/performance is personal and special to the pupils, but as a collective, adds value to the celebration of Music as a whole at The Vine and in the community. Rich, varied and diverse curriculum which draws upon meaningful, real-life experiences.



## MASTERY FOR ALL PUPILS IN MUSIC AT THE VINE

Effective mastery in Music should engage and inspire pupils to be enthusiastic life-long musicians. We develop curiosity in pupils and build the confidence to take risks and to learn both as individuals and as part of a community.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. These songs develop in complexity and length as the children progress through school. Children develop descriptive skills in Music lessons when learning about how music can represent feelings and emotions.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ Opportunities for all children to sing, listen to and appraise different styles and genres of music are provided.
- ◊ They learn the skills of recognising and commenting on pulse, rhythm, pitch, timbre, texture and dynamics in music.
- ◊ Opportunities for children to collaboratively and independently play and perform music.
- ◊ Opportunities for children to read music and understand aspects of musical notation.
- ◊ Opportunities for children to compose their own music including improvisation.
- ◊ Lessons include open-ended questioning and investigations to help children develop logical thinking and problem-solving skills.
- ◊ Children apply their skills to their learning in other subjects, for example, to dance in Physical Education lessons, be inspired to explore arts and crafts by listening to music, to write descriptively about music.
- ◊ Children are encouraged to explore a variety of resources, such as tuned and untuned percussion instruments and given the opportunities to select the equipment they would like to use to complete their task.
- ◊ Children are confident, proficient and responsible users of musical instruments.

*"Music is a world within itself, with a language we all understand" – Stevie Wonder*

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### Comments and reflections



## LISTEN AND APPRAISE

### Knowledge End of Year Expectations

- ◊ To listen to music and begin to appraise it using some of the interrelated dimensions (pulse, rhythm, pitch, tempo, dynamics).
- ◊ To begin to identify some familiar instruments they can hear in the music.

- Deeper Knowledge Questioning**
- ◊ What is tempo?
  - ◊ Which instruments/voices can you hear?
  - ◊ What did you hear that you liked best?

### Skills End of Year Expectations

- ◊ To identify and move to the pulse e.g. dancing, marching etc.
- ◊ Start to use some musical vocabulary when appraising the music.

## SINGING

### Knowledge End of Year Expectations

- ◊ To be able to sing some songs from memory.
- ◊ To know that unison is everyone singing at the same time.
- ◊ To know that songs include other ways of using the voice e.g. rapping.

- Deeper Knowledge Questioning**
- ◊ What song did we sing?
  - ◊ When can you hear the lowest/highest notes?
  - ◊ How do you know when to start and stop singing?

### Skills End of Year Expectations

- ◊ Learn about voices singing notes of different pitches (high and low).
- ◊ Learn that different types of sounds can be made with your voice – you can rap.
- ◊ To start and stop singing when following a leader.

## PLAYING INSTRUMENTS

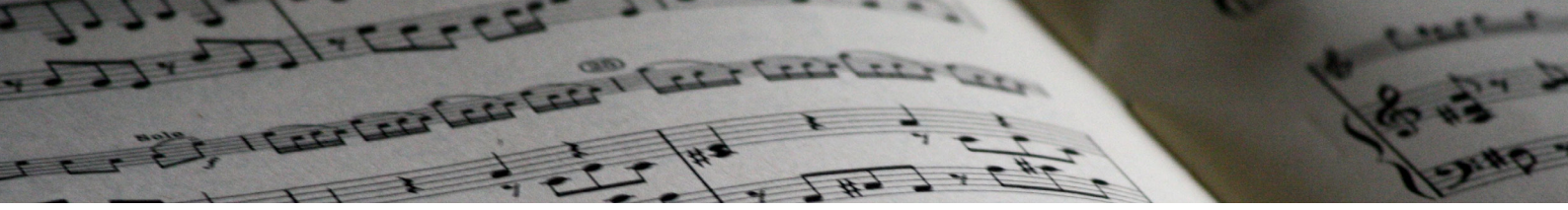
### Knowledge End of Year Expectations

- ◊ To know the names of the instruments played in class.
- ◊ To learn the names of the notes in their instrumental part from memory or when written down.

- Deeper Knowledge Questioning**
- ◊ What is this instrument called?
  - ◊ How do we hold this instrument?
  - ◊ Which note is that?

### Skills End of Year Expectations

- ◊ To treat instruments carefully and with respect.
- ◊ Learn a tuned instrumental part.
- ◊ To begin to play in time with a steady pulse.
- ◊ To listen to and follow musical instructions from a leader



## IMPROVISATION

### Knowledge End of Year Expectations

- ◊ To know that improvisation is making up your own music on the spot. It is not written down.
- ◊ To know that everyone can improvise.

#### Deeper Knowledge Questioning

- ◊ What do you already know about improvising?

### Skills End of Year Expectations

- ◊ Improvise using instruments to be performed.
- ◊ Question and Answer: Listen to a simple rhythm and answer by clapping/singing/playing instruments. Use two notes.
- ◊ Improvisation: Use two notes to improvise a short, simple melodic rhythm using instruments.

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## COMPOSITION

### Knowledge End of Year Expectations

- ◊ To know that composing is like writing a story with music.
- ◊ To know that everyone can compose.

#### Deeper Knowledge Questioning

- ◊ How will you remember this next time?

### Skills End of Year Expectations

- ◊ Collectively/help to create simple melodies using up to three different notes.
- ◊ Learn how the notes of the composition can be written down and changed if necessary.

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## PERFORMANCE

### Knowledge End of Year Expectations

- ◊ To know that performing is sharing music with other people, called an audience.

#### Deeper Knowledge Questioning

- ◊ How do you know you played the piece well?
- ◊ What changes would you recommend to improve the performance?
- ◊ Which part of the performance/song are you best at?

### Skills End of Year Expectations

- ◊ To perform a prepared piece of music/song confidently and clearly.
- ◊ To record the performance and evaluate it – how they were feeling, what they were pleased with, what they would change and why.

# PHYSICAL EDUCATION

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## HOW IS PHYSICAL EDUCATION LINKED TO THE VINE VISION AND VALUES?

Love of Life itself – Healthy lifestyle, discipline

Let the rooms (field!) be full of contentment –Happy with your performance

Let peace dwell here – Respect decisions by Teacher/referees

Love of one another, love of mankind – Teamwork/teammates



# MASTERY FOR ALL PUPILS IN PHYSICAL EDUCATION AT THE VINE

A child at The Vine who has mastered Physical Education will develop and apply a broad range of physical and strategic skills within Games, Gymnastics, Dance and Outdoor and Adventurous Activities.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ That pupils will be able to take the individual skills they have learnt through a sequence of lessons and apply them to a purposeful scenario including performances and competitions. They will also use their experiences in varying scenarios and transferring the skills between sports.
- ◊ To use the role of an expert to promote a broad knowledge of skills and SMSC to encourage sportsmanship in all.
- ◊ That pupils understand and respect differences amongst their peers in physical activity and lifestyles; where they will learn the importance of leading an active lifestyle.
- ◊ Pupils develop mutual respect by evaluating peer and self-performance of specific skills, by giving both positive and critiquing statements, orally and written.
- ◊ Pupils will have access to a variety of age appropriate equipment and apparatus. Under guidance will learn how to use it effectively whilst developing an awareness of self and others to encourage safe practice as well as taking risks.

## Acquiring and developing skills

- ◊ Can they copy actions?
- ◊ Can they repeat actions and skills?
- ◊ Can they move with control and care?

## Evaluating and improving

- ◊ Can they talk about what they have done?
- ◊ Can they describe what other people did?

## Health and fitness

- ◊ Can they describe how their body feels before, during and after an activity?

## DANCE

### Specific Focus

- ◊ Explore changes in size, speed, level and dynamics.
- ◊ Move in a controlled manner, at different speeds and directions.
- ◊ Respond to a range of stimuli and accompaniments.
- ◊ Create, practise, remember and perform simple movement sequences.

### Deeper Knowledge Questioning

- ◊ Can you remember the steps and moves in the dance sequence?
- ◊ Why this is the most complicated part of the sequence?

### End of Year Expectations

- ◊ Copy and explore basic body patterns and movements.
- ◊ Recall simple dance steps and perform them in a controlled manner.
- ◊ Choose actions and link them with sounds and music.
- ◊ Safely perform a teacher led warm-up and cool down.
- ◊ Use space safely showing an awareness of others. How do you know you have warmed-up?

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## GYMNASTICS

### Specific Focus

- ◊ Develop fundamental movement skills.
- ◊ Extend agility, balance and coordination.
- ◊ Engage in cooperative physical activities.
- ◊ Master basic jumping.

### Deeper Knowledge Questioning

- ◊ Which aspect of gymnastics do you want to improve now?
- ◊ What do we mean by a sequence of moves?
- ◊ What would happen if you used different equipment / apparatus?

### End of Year Expectations

- ◊ Copy and explore basic body patterns and movements
- ◊ Copy and explore basic gymnastic actions with some control and co-ordination.
- ◊ Select and link basic gymnastics actions together.
- ◊ Observe and discuss my own and others work.
- ◊ Safely perform a teacher led warm-up & cool down.
- ◊ Use space safely showing an awareness of others.



# GAMES

## Specific Focus

- ◊ To develop control and coordination, moving confidently in a range of ways safely negotiating space and handling equipment effectively.
- ◊ Play cooperatively, taking turns with others, follow instructions.
- ◊ Work as part of a group; understanding and following rules.
- ◊ Refine the skills of running successfully, changing directions, and develop side stepping, throw, catch and aim on the move.

### Deeper Knowledge Questioning

- ◊ How did your performance improve?
- ◊ Which technique enable you to control the ball most effectively?
- ◊ Which aspect of the game are you best at?

## End of Year Expectations

- ◊ Stop a ball with basic control.
- ◊ Send a ball in the direction of another person and collect a ball.
- ◊ Engage in sending and receiving activities with a partner.
- ◊ **Talk about exercising, safety and short term effects of exercise.**

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## Comments and reflections

# PSHCE

## HOW IS PSHCE IS LINKED TO THE VINE VISION AND VALUES?

Progressive planning, engaging and varied lessons lead to the rooms being full of contentment

At the heart of our subject is our aim for people to feel loved: teaching tolerance, compassion and respect for all.

**Love of one another:** each year group will learn lessons in diversity, rules and teamwork

**Love of mankind** – we aim to break down barriers and stereotypes leading to better understanding of cultural, religious and LGBT differences. Providing pupils with visits and visitors to broaden horizons and enrich understanding of the wider world.



LGBTQ+ FOCUS  
SALLY RIDE



BAME FOCUS  
SHIRLEY BASSEY



## MASTERY FOR ALL PUPILS IN PSHCE AT THE VINE

Effective mastery in PSHCE reflects independent learning demonstrating a greater understanding of individual, local and wider world issues. It enriches, extends and consolidates learning in a variety of curriculum contexts and contributes to cross curricular learning.

For children to achieve mastery at The Vine, as a school, we will ensure:

- ◊ PSHE through active participation allows pupils to explore through generating ideas, acquire skills and apply judgement and a greater level of empathy.
- ◊ Pupils are proficient in listening to others, cooperating with others and demonstrating effective communication.
- ◊ Pupils are able to express themselves in personal and innovative ways and their originality, feelings and attitudes are valued.
- ◊ Effective mastery in PSHCE encourages all pupils to think deeply about issues and develop their moral and social vocabulary.
- ◊ Pupils have the ability to use language sensitively through discussions and debates.
- ◊ Higher order questioning during learning ensures that pupils can reflect on spiritual and ethical issues when exploring issues from other times and cultures.
- ◊ Pupils are encouraged to ask their own deep thinking questions and are given time to contribute to peer/ class discussions and debates developing critical and creative thinking.
- ◊ Pupils are given opportunities to research, record and reflect upon their own learning and evaluate it over a period of time.
- ◊ High quality resources such as artefacts, pictures and 'thunks' are used to stimulate curiosity and deep thinking ideas, as well as instigating discussion points.

As a result of this, pupils have a deep understanding of the wider world, others cultures and their place within it.

*"You must never be fearful about what you are doing when it is right" – Rosa Parks*

### KEY:

**Relationships Education:** FP Families & People who care for me CF Caring Friendships RR Respectful Relationships OR Online Relationships BS Being Safe

**Health Education:** MW Mental Wellbeing IS Internet Safety & Harms PHF Physical Health & Fitness HE Healthy Eating DAT Drugs, Alcohol & Tobacco HP Health & Prevention BFA Basic First Aid CAB Changing Adolescent Body

## BEGINNING & BELONGING & WORKING TOGETHER

### Specific Focus

- ◊ Feeling safe and happy
- ◊ Belonging in the class / school / community
- ◊ Ground rules / class charters
- ◊ Doing new things
- ◊ Resilience
- ◊ Asking for help

### End of Year Expectations

- ◊ Know who to talk to if I have a worry or need to ask for help (trusted adults in and out of school) BS
- ◊ Know and understand the Vine Values, school rules and behaviour system, including the year group pro-social jars.
- ◊ Understand how to make the classroom and school a safe and happy place RR
- ◊ Understand and use the class traffic light system.
- ◊ Participate appropriately in a range of group activities with other children in my class.
- ◊ Know some strategies for managing in new situations and trying new things MW
- ◊ Know some ways to make a new child feel welcome MW.
- ◊ Identify skills I would like to develop and set personal goals
- ◊ Understand and demonstrate skills needed to work effectively in a group RR CF

### Deeper Knowledge Questioning

- ◊ What could you do to show this school value?
- ◊ Do you show any of our school values at home? If so, how?

## ANTI-BULLYING

### Specific Focus

- ◊ Respecting difference
- ◊ Defining bullying
- ◊ Assertiveness
- ◊ Physical, mental and emotional wellbeing
- ◊ Safety circles
- ◊ Telling and asking for help
- ◊ Supporting others
- ◊ Creating an anti-bullying ethos

### End of Year Expectations

- ◊ Understand what bullying is and why it might happen RR
- ◊ Understand why friends sometimes fall out and how to move on CF
- ◊ Know bullying is unacceptable and disrespectful RR
- ◊ Understand how it might feel to be involved in bullying MW
- ◊ Identify trusted adults to talk to / ask for help RR
- ◊ Know strategies for being assertive Inc. 'Don't do that I don't like it' RR
- ◊ Know how the school stops bullying and my own role in this RR

### Deeper Knowledge Questioning

- ◊ Can you explain what you would do if.....



## MY EMOTIONS

### Specific Focus

- ◊ Self-awareness
- ◊ Assertiveness
- ◊ Identifying and naming emotions
- ◊ Coping with feelings
- ◊ Feelings, thoughts and behaviour
- ◊ Likes and dislikes
- ◊ Impulsive behaviour
- ◊ Calming down and relaxing
- ◊ Seeking support

### End of Year Expectations

- ◊ Describe how I am feeling and understand that feelings have different strengths MW
- ◊ Recognise how other people might be feeling MW
- ◊ Know some strategies for being assertive 'Don't do that I don't like it' RR
- ◊ Name a range of feelings and understand they affect my own behaviour MW
- ◊ Develop strategies to help me manage my emotions and behaviours MW
- ◊ Identify situations which might cause certain emotions including tricky situations MW
- ◊ Understand that my feelings and actions affect others MW
- ◊ Develop strategies for calming down and relaxing MW
- ◊ Understand the difference between impulsive behaviour and thinking it through MW
- ◊ Know my strengths and what is special about me RR

**Deeper Knowledge Questioning** ◊ Does everyone have the same feelings?

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## HEALTHY LIFESTYLES

### Specific Focus

- ◊ Staying healthy
- ◊ Rest and sleep
- ◊ Dental health
- ◊ Eatwell Guide
- ◊ Physical activity
- ◊ Healthy eating
- ◊ Food preparation
- ◊ Making real choices

### End of Year Expectations

- ◊ Understand what it feels like when we are healthy MW
- ◊ Understand how to eat healthily and why it is important HE
- ◊ Understand the benefits of physical activity and identify opportunities PHF
- ◊ Understand the importance of sleep, hygiene, exercise, and healthy food choices HP

**Deeper Knowledge Questioning** ◊ What can you do to make yourself feel healthier?

## MANAGING SAFETY AND RISK

### Specific Focus

- ◊ Risky situations
- ◊ Emotions associated with risk
- ◊ Basic personal information
- ◊ Safety eyes and ears
- ◊ Asking for and giving help in an emergency
- ◊ Road safety
- ◊ Travel to and from school
- ◊ Rules for keeping safer
- ◊ Sun safety
- ◊ Water safety
- ◊ Keeping safe from accidents

### End of Year Expectations

- ◊ Know what to do if I get lost BS
- ◊ Able to say name, address and phone number and know when I might need to give them? BFA
- ◊ Know what an emergency is and how to get help BFA
- ◊ Know how to stay safe near roads and demonstrate this on local trips in Cambourne MW
- ◊ Know sun benefits, risks and how to stay safe HP
- ◊ Understand how to stay safe near water and be aware of local lakes, ponds etc. in Cambourne MW
- ◊ Know basic ways of preventing accidents both in school (e.g. trim trail, carrying equipment, nature reserve walk) and at home and how to get help BFA

### Deeper Knowledge Questioning

- ◊ What advice would you give to a child in Reception about how to stay safe....?

## RELATIONSHIPS & SEX EDUCATION

### Specific Focus

- ◊ External parts of the body
- ◊ My amazing body
- ◊ Germs
- ◊ Hand washing
- ◊ Pantosaurus Underwear Rule

### End of Year Expectations

- ◊ Understand that I am in charge of my own body BS
- ◊ Name main external parts of the body including private parts, to help keep myself safe BS
- ◊ Know how to keep clean HP
- ◊ Know basic ways to avoid spreading germs HP
- ◊ Know what parts of my body are private and understand the underwear rule BS
- ◊ Key Vocabulary; penis, testicle, vagina, male, female, private

### Deeper Knowledge Questioning

- ◊ What can your amazing body do?



## DIVERSITY AND COMMUNITIES

### Specific Focus

- ◊ My identity
- ◊ Different families
- ◊ Community
- ◊ Groups in and out of school
- ◊ Respect
- ◊ Different cultures and beliefs
- ◊ Stereotypes
- ◊ People who help us
- ◊ School environment
- ◊ Needs of people, animals, pets, plants

### End of Year Expectations

- ◊ Able to explore some of the issues relating to gender stereotypes –do all boys and girls like the same things? RR
- ◊ Understand what makes us unique and gives us our identity RR
- ◊ Understand there are different types of family FP
- ◊ Identify different groups I belong to RR
- ◊ Know what a stereotype is and give examples RR
- ◊ Understand what 'my community' is and how it feels to be part of it MW
- ◊ Know local sources of help and understand who might need help MW

### Deeper Knowledge Questioning

- ◊ What is the best thing about being you?

## DIGITAL LIFESTYLES

### Specific Focus

- ◊ To be covered through Computing:  
Hector's World
- ChildNet International  
Resources: Digiduck's Big Decision

### End of Year Expectations

- ◊ Understand the need to not give personal information online OR
- ◊ Identify ways I use technology and the internet and understand benefits OR
- ◊ Begin to understand how online identity may be different from physical identity OR
- ◊ Know what to do if something worries or upsets me when I am online BS

### Deeper Knowledge Questioning

- ◊ What advice would you give to a child in FS2 about how to stay safe....?

# INTERNATIONAL AND GLOBAL PERSPECTIVES

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## HOW ARE LANGUAGES LINKED TO THE VINE VISION AND VALUES?

**This is our school / Many hearts create a school** – **identity and belonging** – pupils (and staff) feel a sense of belonging. All of God's children are valued at the Vine, and, as an Inter-Church school we welcome all faiths and none. All are welcome here, and all are encouraged to be our best selves.

**Let peace dwell here** – **conflict and peace** – pupils reflect on the negative effects of conflict, whether that's in war-torn countries or in their playground and consider ways of making the world a more peaceful place.

**Let the rooms be full of contentment** – We have adopted a 'pro-social' reward and incentive scheme, whereby pupils gain a feeling of contentment by the act of helping and doing things for others; here in Cambourne, nationally and internationally too.

**Let love abide here** – combined with the British Values of mutual respect, tolerance and respect

**Love of one another, love of mankind** – **fairness & equality** – by exploring fairness and equality, children are learning to love one another, to not show bias or prejudice and treat everyone with respect

**Love of life itself** – **rights and responsibilities** – every child has the right to access what they need to have a good life. We aim to provide pupils at The Vine with a rich and varied curriculum and a safe and happy learning environment to enable them to foster a love of life. We encourage pupils to think about our responsibility to help others less fortunate than ourselves (so that they too can adopt a love of life), by doing all the good we can, as in John Wesley's Methodist prayer.

**Love of God** – **sustainability** – looking after God's creation by learning to use resources in such a way that they will continue to be available in the future. In trying to do the best we can for others, not just ourselves is to value and thank God for creating the world in which we live.



## FAIRNESS & EQUALITY

In Year One, our International and Global value is 'Fairness & Equality'. The ways in which we can explore that in school are through;

- ◊ Sharing – with one another, in maths, division etc
- ◊ Sport – how can we make it fair? Obeying rules, obeying umpires or referees
- ◊ Learning about Martin Luther King, Maya Angelou, Rosa Parks
- ◊ Equal opportunities
- ◊ Not copying others' work especially in quizzes



We will also reflect on how our Year Group's courageous advocate links to our value of 'Fairness & Equality'.

Our school has a pupil led group called 'Global Ambassadors' and this is a chance for members of our class to contribute to projects across the school.



This resource is for professional use only. It has been designed in conjunction with the National Curriculum, wider literature, and school staff expertise.

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