

Stanstead Whole School Curriculum LTP EYFS & KS1

	Nursery Autumn	Reception Autumn	Y1 Autumn	Y2 Autumn	Nursery Spring	Reception Spring	Y1 Spring	Y2 Spring	Nursery Summer	Reception Summer	Y1 Summer	Y2 Summer
Enquiry question	What is the history within me?		What stories can our toys tell us?	How do we stop history from repeating itself?	What is life like beyond Rise Park?			What lies beyond?	Where in the world do we fit?	How can I make a change for life?	How do I make my dreams take flight?	Do all heroes wear capes?
Enquiry driver	PSED UTW-Geography - History		History	History	Geography			History				
Enquiry enhancers	Art D&T Music		D&T	Geog, Art and D&T	Art D&T Music		Art Music	Art D&T	Art		Art	Art
Discrete subjects	PSED, RE		Science, PHSE, PE, RE, computing, Art and Design	Science, PHSE, PE, RE, computing	RE, Science ,PSED		Science, PHSE, PE, RE, computing	Science, PHSE, PE, RE, computing	D&T, music, PSED, science		Science, PHSE, PE, RE, computing	Science, PHSE, PE, RE, computing
Rationale for enquiry (LEAD)	To develops children’s understanding of respect and fairness. Develop a sense of belonging and pride in one’s self, where we live and who we are.		<i>Because some of our children have limited experiences in terms of exposure to a range of toys and books we would like to broaden this whilst deepening their understanding of how these things have changed over time.</i>	Because our children are passionate about fairness and what is right and wrong, the enquiry will allow them to explore blame. They will look at some disasters that have occurred in the past, and come to their own conclusion about who, if anyone, is to blame. They will be encouraged to look at the events from different perspectives, and consider the different versions of the events, before coming to their own conclusions.	The aim will be to inspire and develop the children’s aspirations. The children will learn about the people who help and work within our community. Throughout the enquiry, the importance of diversity across these professions will be promoted e.g: race, gender. The children will be exposed to the community outside of their familiar environment and learn about how community connects us.		Because our children know the area that they live in but not much beyond that, it’s important they understand where they are Geographically in relation to others	Because our children may face racism/observe growing up, we want them to know that it’s important to celebrate differences (humans and animals) and how to appropriately stand up for what they believe in.	Support children in knowing how to respect our world -Know how to care for our planet’s resources- develop an understanding about issues of sustainability		Because our children won’t realise how men and women were treated differently in the workplace. By looking at significant women and men, they are able to compare their treatment.	Because some of our children don’t have an awareness about the role members of the community play in supporting and caring for others, this will be looked at whilst also discussing how Mary Seacole and Florence Nightingale were treated.
Concepts to be developed	Worth Community Sustainability Movement Cause and effect Chronology		Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology		Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology		Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology
Key content choices (e.g. significant places and events etc) (A, D)	Rise Park Autumn -Changing Seasons Nottingham England		Toys, transport, food and books. Hamley’s toy shop London and a local toy shop. Local library	Great fire of London Grenfell Towers	UNCRC- The work of UNICEF Random acts of kindness Supporting Refugees Winter- Spring- Changing seasons		UK Capital cities London Belfast Cardiff Edinburgh	South Africa London Antarctica North America South America Africa Europe	Rainforests- Deforestation The plight of orangutans – David Attenborough- Greta Thunberg		Mae Jemison, Sally Ride, Neil Armstrong, Amelia Earhart, Wright Brothers, Montgolfier Brothers	Florence Nightingale Mary Seacole Jesse Boot

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<p>See separate document for significant people</p>					<p>Weather symbols and seasonal change</p> <p>Landmarks in the UK: London –Houses of Parliament, St Pauls Cathedral, Stonehenge (revisited in Y3) Edinburgh Castle Cardiff Bay beach Hadrian’s Wall (Yr 4 and Y5 link)</p>	<p>Australasia Asia</p> <p>Atlantic Ocean Pacific Ocean Arctic Ocean Indian Ocean Southern Ocean</p> <p>Irish Sea North Sea English Channel</p>	<p>Steve Irwin</p> <p>Spring and summer – changing-Seasons</p>		
<p>Hook (E)</p>	<p>Each child to have the opportunity to discuss their own history. The children will look at pictures of when they were a baby, their homes and families.</p> <p>Images of Risepark now and then</p>	<p>Take a virtual tour of Hamley’s toy shop (London). What would they like and why? What do think is the oldest toy and why? etc</p>	<p>Teacher pretends to be news reporter, reporting about TGFOL on the day that it happened – lesson goes into whole class debate about whether Thomas Farriner was to blame.</p> <p>Visit from fire fighter – later on in Autumn term.</p>	<p>Children to have visits from ‘people who help us’ such as fire service, police and doctors</p>	<p>Pretend they are going on a trip around the UK – high viz jackets, set the hall up as a coach etc. Then take a virtual tour of the UK visiting each capital city and identifying landmarks along the way (speak to Killisick as they did a whole school virtual tour to London)</p>	<p>Skype call with an explorer</p> <p>Teacher/TA role play as famous explorers (e.g. Amelia Earhart) and children learn about both of them through role play.</p>	<p>The arrival of Talulah (baby orangutan) in a special wicker basket – Letter asking us to look after her.</p> <p>Rubbish left in our sand pit- CCTV footage of Pip having fun with his friends and leaving his rubbish behind</p> <p>Chester Zoo virtual visit</p>	<p>Children to draw using different lines an aeroplane. This will be for the learning journey. (Both hook activities link to the art enhancer).</p> <p>Children to watch the moon landing and listen to the communications during this time. Role play activities in the hall.</p>	<p>Children will role-play as nurses inspired by Florence Nightingale and Mary Seacole, taking care of "injured" patients (teddy bears or dolls) while learning about kindness, bravery, and medical care.</p>
<p>Experts and Experiences (E and A)</p>	<p>Grandparents to visit for coffee afternoon to discuss their own history</p>	<p>Ask a librarian from inspire to come and talk to the children about books they can now get from the library and how they are different to books in the past (front covers etc look very different).</p>	<p>Fire service to come in</p> <p>Building houses in D&T and burning them at the end of term – acting out TGFOL.</p> <p>TGFOL interactive game.</p>	<p>Fire Service, Police etc.</p>	<p>National Trust/English heritage talk about places they can visit (including famous landmarks and local attractions)</p>	<p>Spring one – “visit” each continent by focusing on a different book (s) set in that country each week.</p> <p>Spring two - Representative from Nottingham Together to come and talk to the children about how they have marked March 21st in the past and tips for them when presenting their final outcome.</p>	<p>The children watch caterpillars turn into butterflies.</p> <p>The children go to Twycross Zoo on a trip.</p>	<p>The children will have someone come into school to explore space further and take part in a Neil Armstrong workshop within school.</p>	<p>Trip to Bulwell Forest Gardens to do a forest school session and look at art in nature and talk to the volunteers who work in the community.</p>

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Authentic Outcome	Video advert to persuade others to come to Stanstead – Link to Louise Brimble? Go on school website?	The children will create a twisted fairy tale and make a puppet in D&T for their outcome to put on a puppet show.	The children are to create a fire safety leaflet and video based on their knowledge of the Great Fire of London. They will show the video in an assembly lead by the teacher and some of the children. They will hold a non-uniform day to wear green for Grenfell and have a cake sale to raise money for the charity.	Write to a local charity to find out how we can help local refugees- start a collection- invite a representative to come and talk to the children- receive their collections https://www.refugeeroots.org.uk/ Write to Tesco about supporting a foodbank collection in store.	Persuasive outcome (could be video, poster, letter) directed at National Trust/English Heritage to ask them to gift the school one family ticket for the National Trust for a year (£126) OR...they raise money as a year group and a lucky winner is picked out of the hat to win the pass.	March 21 st - The United Nations' (UN) International Day for the Elimination of Racial Discrimination. Children present in whole school assembly what they've learned about South Africa, Nelson Mandela and lessons we can learn from it. Could use world as one way of displaying this. Invite a representative from Nottingham Together to come and watch it too. Could it be videoed and displayed on the Nottingham Together website?	Children are to make a 'dream catcher'. This will be of the Earth-half of the Earth will be from when David Attenborough first started his career, and the other half will be present day. The Earth will have a heart attached to it where the children will write a 'promise' on it to make the world better. These will be displayed around school.	Children write their own 'Little people big dream' book. On the outside it is a collaged picture of themselves and on the inside a collaged picture of their dream (rocket, football) with their own dream and the most inspirational person they have learnt about. Invite parents in to share the children's books.	Children to create artwork to display in local doctors, hospitals. Ask family members, who are nurses or doctors, to come in and speak to the children about their jobs.
Assessment opportunities & retrieval practices	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Retrieval practice of sticky knowledge to happen at least 3 times a week. Use plickers each fortnight to assess how much sticky knowledge has been retained.	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Retrieval practice of sticky knowledge to happen at least 3 times a week. Use plickers each fortnight to assess how much sticky knowledge has been retained.	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Retrieval practice of sticky knowledge to happen at least 3 times a week. Use plickers each fortnight to assess how much sticky knowledge has been retained.	Retrieval practice of sticky knowledge to happen at least 3 times a week. Use plickers each fortnight to assess how much sticky knowledge has been retained.
Key Texts (L, D)	Our Class is a Family The colour monster Leaf trouble Only one you After the storm A superhero like you One snowy night Iggy Peck the Architect	'Lost in the Toy Museum' 'Traction Man/Toys in Space' 'Dogger' 'Toys and Games (Ways into History)' 'Toys (Start-Up History)' 'Handa's Surprise' The Smile Shop	Toby and the Great Fire of London' You wouldn't want to be in the great fire of London! The great fire of London Vlad and the great fire of London	We are all born free Julian is a Mermaid Fairy Tales exploring fairness The Journey Julian's Bananas Counting Kindness Girls can do Anything This is Our House	Katie Morag's Island Stories Paddington You can't take an elephant on the bus Everybody counts	Nelson Mandela long walk to freedom (picture book version) The children's Madiba Who was Nelson Mandela? Grandad Mandela Africa Day The Ghanian Goldilocks The water princess	David Attenborough -Little People Big Dreams Steve Irwin-Little People Big Dreams	The Little People, Big Dreams collection. -Neil Armstrong. - Amelia Earhart -Sally Ride - Mae Jemison The Dot. First flight.	Vlad and the Florence Nightingale Adventure Florence Nightingale – Little people Big Dreams Hoorah for Mary Seacole (hopscotch histories)

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						<p>The boy who biked the World (3-part series)</p> <p>Books set on each continent. Asia - Kai and the Monkey King Antarctica Africa Europe North America South America Australasia</p>			
Genres	<p>Instructions Biography Poetry Recount Letters Narrative</p>	<p>Non-chronological report Letter Instructions Narrative (traditional tale) Poetry</p>	<p>Instructions Setting description Recount Letter Newspaper report Narrative</p>	<p>Reporting Questioning Letter writing</p>	<p>Recount Explanation Poetry Character description Narrative</p>	<p>Biography Poetry Setting description Narrative Non-chronological report Explanation</p>	<p>Persuasive Letter writing Information Posters</p>	<p>Non-chronological Letter Newspaper article Character description Poetry</p>	<p>Character description Traditional tale Letter Poetry Balanced argument Persuasive leaflet / advert</p>