



# INFANTS CURRICULUM GRID – CYCLE A (2017-2018)



SUBJECTS	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>Religious Education</b></p> <p>At St Benet’s we believe that Religious Education is central to the educative mission of the Church. Religious Education is taught through the process of Explore, Reveal, Respond. This follows the pattern of: the human search for meaning, God’s initiative in Revelation and the response in faith. We follow the ‘Come and See’ Catholic Primary Religious Education programme.</p>	<p><b>FAMILIES:</b> God’s love and care for every family – the children will know and understand ‘about the love and care shown in the family’. They will know and understand about God’s love and care for every family.</p> <p><b>BELONGING:</b> Baptism: an invitation to belong to God’s family – the children will know and understand about belonging to different groups. They will know and understand that Baptism is an invitation to belong to God’s family.</p> <p><b>WAITING:</b> Advent- a time to look forward to Christmas – the children will know and understand about the times that it is necessary to wait and the use of that time. Advent: a time of waiting to celebrate Jesus’ coming at Christmas.</p> <p><b>SIKHISM:</b> Stories/prayer and home.</p>	<p><b>SPECIAL PEOPLE:</b> People in the parish family – the children know and understand that there are special people in our lives who are there to help. They will know and understand that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.</p> <p><b>MEALS:</b> Mass, Jesus’ special meal – the children will know and understand that families and groups share special meals. They will know and understand Mass as Jesus’ special meal.</p> <p><b>CHANGE:</b> Lent: a time for change – the children will know and understand that we change and grow. They will know and understand that Lent is a time to change in preparation for the celebration of Easter.</p> <p><b>ISLAM:</b> Stories - Muhammad</p>	<p><b>HOLIDAYS AND HOLYDAYS:</b> Pentecost: feast of the Holy Spirit – the children will know and understand holidays as days to be happy. They will know and understand Pentecost; a holy day – the feast of the Holy Spirit.</p> <p><b>BEING SORRY:</b> God helps us choose well – the children will know and understand we have choice – sometimes we choose well, and sometimes wrongly. They will know and understand God helps us to choose well and to be sorry. God forgives us.</p> <p><b>NEIGHBOURS:</b> Neighbours share God’s world – the children know and understand neighbours all around. They will know and understand everyone is our neighbour and is loved by God.</p>
<p><b>Science</b></p> <p>Pupils in years 1 and 2 will explore the world around them and raise their own questions. They will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.</p>	<p><b><u>TO INVESTIGATE MATERIALS:</u></b></p> <p><u>YEAR 1-</u></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of</li> </ul>	<p><b><u>TO UNDERSTAND PLANTS:</u></b></p> <p><u>YEAR 1-</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous</li> </ul>	<p><b><u>TO INVESTIGATE LIVING THINGS:</u></b></p> <p><u>YEAR 1:</u></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, that are dead and that have never been</li> </ul>

<p>They will use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.</p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p>everyday materials, including wood, plastic, glass, metal, water and rock.</p> <ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><u>YEAR 2-</u></p> <ul style="list-style-type: none"> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ul> <p><b><u>TO UNDERSTAND MOVEMENT, FORCES &amp; MAGNETS:</u></b></p> <p><u>YEAR 1-</u></p> <ul style="list-style-type: none"> <li>• Notice and describe how things move, using simple comparisons such as faster and slower.</li> <li>• Compare how different things move.</li> </ul> <p><b><u>TO UNDERSTAND THE EARTH'S MOVEMENT IN SPACE:</u></b></p>	<p>and evergreen.</p> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul> <p><u>YEAR 2-</u></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b><u>TO UNDERSTAND ANIMALS &amp; PLANTS:</u></b></p> <p><u>YEAR 1-</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p>alive.</p> <ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</li> </ul> <p><u>YEAR 2:</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b><u>TO UNDERSTAND ELECTRICAL CIRCUITS:</u></b></p> <p><u>YEAR 1:</u></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit.</li> </ul> <p><b><u>TO UNDERSTAND LIGHT &amp; SEEING:</u></b></p> <p><u>YEAR 2:</u></p> <ul style="list-style-type: none"> <li>• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</li> </ul> <p><b><u>TO INVESTIGATE SOUND &amp; HEARING:</u></b></p> <p><u>YEAR 2:</u></p>
--	--	--	---

	<p><u>YEAR 1-</u></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>YEAR 2-</u></p> <ul style="list-style-type: none"> <li>• Observe the apparent movement of the Sun during the day.</li> </ul>	<p><u>YEAR 2-</u></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul> <p>To understand evolution and inheritance:</p> <p><u>YEAR 2-</u></p> <ul style="list-style-type: none"> <li>• Identify how humans resemble their parents in many features.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and name a variety of sources of sound, noticing that we hear with our ears.</li> </ul>
<p style="text-align: center;"><b>CREATIVE CURRICULUM</b> <b>(History/ Geography/ Art &amp; Design/ Design Technology/ Music)</b></p> <p>Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms.</p> <p>Children will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills,</p>	<p><b><u>HARVEST/AUTUMN &amp; TOYS:</u></b></p> <ul style="list-style-type: none"> <li>-The history of toys</li> <li>-Old and modern toys</li> <li>-Toys around the world</li> <li>-Design and make a simple toy</li> <li>-Design a container for a toy</li> <li>-Musical toys</li> <li>-Family toys</li> </ul> <p><b><u>HISTORY:</u></b></p> <ul style="list-style-type: none"> <li>-changes within living memory</li> <li>-significant historical events, people and places in their own locality</li> </ul>	<p><b><u>THE GREAT OUTDOORS:</u></b></p> <ul style="list-style-type: none"> <li>-To recognize and learn about some famous explorers</li> <li>-Food and farming</li> <li>-Use the school garden as a learning resource</li> <li>-Physical features around the world</li> <li>Design and make miniature gardens</li> <li>Design a flowerbed – winning design to be used in school garden</li> </ul> <p><b><u>HISTORY:</u></b></p> <ul style="list-style-type: none"> <li>-events beyond living memory that are significant nationally or globally significant historical events, people and places in their</li> </ul>	<p><b><u>THE LOCAL AREA &amp; THE SEASHORE:</u></b></p> <ul style="list-style-type: none"> <li>-Coastal habitats</li> <li>-Physical and human geography on the coast</li> <li>-Grace Darling</li> <li>-Water safety</li> <li>-Paint and draw seascapes in the style of different artists</li> <li>-Learn local folk songs</li> <li>Make a lighthouse- link to electricity</li> </ul> <p><b><u>HISTORY:</u></b></p> <ul style="list-style-type: none"> <li>-significant historical events, people and places in their own locality</li> </ul>

<p>including first-hand observation, to enhance their locational awareness.</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p> <p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.</p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p>	<p><b><u>GEOGRAPHY:</u></b></p> <p>-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</p> <p><b><u>ART &amp; DESIGN/ DESIGN TECHNOLOGY:</u></b></p> <p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p>	<p>own locality -the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b><u>GEOGRAPHY:</u></b></p> <p>-use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>-name and locate the world's seven continents and five oceans</p> <p>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b><u>ART &amp; DESIGN/ DESIGN TECHNOLOGY:</u></b></p> <p><b>Artist study:</b> LS Lowry- link with the local area</p> <p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p><b><u>GEOGRAPHY:</u></b></p> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b><u>ART &amp; DESIGN/ DESIGN TECHNOLOGY:</u></b></p> <p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> -build structures, exploring how they can be made stronger, stiffer and more stable</p>
--	--	---	--

	<p>-explore and evaluate a range of existing products</p> <p>-evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>-build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p><b>MUSIC:</b></p> <p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>-explore and evaluate a range of existing products</p> <p>-evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>-build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p><b>MUSIC:</b></p>	<p>-explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p><b>MUSIC:</b></p> <p>-play tuned and untuned instruments musically</p> <p>-listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
--	---	--	---

		<ul style="list-style-type: none"> <li>-play tuned and untuned instruments musically</li> <li>-listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>-experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	
<p style="text-align: center;"><b>COMPUTING</b></p> <p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p>	<ul style="list-style-type: none"> <li>-Purple Mash for design</li> <li>-understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>-create and debug simple programs</li> <li>-use logical reasoning to predict the behaviour of simple programs</li> <li>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>-recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>-Purple Mash for map skills and designing post cards</li> <li>-understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>-create and debug simple programs</li> <li>-use logical reasoning to predict the behaviour of simple programs</li> <li>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>-recognise common uses of information technology beyond school</li> <li>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on</li> </ul>	<ul style="list-style-type: none"> <li>-Purple Mash for data handling</li> <li>-understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>-create and debug simple programs</li> <li>-use logical reasoning to predict the behaviour of simple programs</li> <li>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>

		the internet or other online technologies	
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p> <p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p><b><u>GAMES:</u></b> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b><u>DANCE:</u></b> -perform dances using simple movement patterns</p>	<p><b><u>GAMES:</u></b> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b><u>DANCE:</u></b> -perform dances using simple movement patterns</p>	<p><b><u>GAMES/ATHLETICS:</u></b> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>-participate in team games, developing simple tactics for attacking and defending</p> <p><b><u>GYMNASTICS:</u></b> -Copy and remember actions. -Move with some control and awareness of space. -Link two or more actions to make a sequence. -Show contrasts (such as small/tall, straight/curved and wide/narrow). -Travel by rolling forwards, backwards and sideways. -Hold a position whilst balancing on different points of the body. -Climb safely on equipment</p>
<p style="text-align: center;"><b>PSHCE (SEAL)</b></p> <p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.</p>	<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p><b>NEW BEGINNINGS:</b> This theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning environment for all.</p> <p><b>GETTING ON &amp; FALLING OUT:</b> This theme focuses on cooperation and valuing diversity. It focuses on four key content</p>	<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p><b>SAY NO TO BULLYING:</b> This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying – what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p>	<p><b>RELATIONSHIPS:</b> This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p> <p><b>CHANGES:</b> This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social</p>

	areas, developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.	<b>GOING FOR GOALS:</b> This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.	and emotional aspects of learning: motivation, social skills and managing feelings.
<b>OTHER</b>	<b>Autumn (year 1) and harvest (year 2)</b> <b>assemblies</b> <b>Language week</b> <b>Sports Day</b> <b>Book Fair</b> <b>International Antarctica Day</b> <b>Visit from 'That History Bloke'</b> <b>Gymnastics festival</b> <b>Trip to the Roker Park</b>	<b>Teddy Bear Olympics at St Anthony's</b> <b>St Benet's Feast Day celebrations</b> <b>World Book Day celebrations</b> <b>Visit to the Winter Gardens and Marriot Hotel</b>	<b>Walkwise (year 2)</b> <b>Beach Day</b> <b>Souter Lighthouse</b>

*As always our curriculum grids are a dynamic document and plans can be adapted throughout the course of the term. If you need further clarification, contact your child's class teacher or ask any questions at Parents' Evening.*