

Our Curriculum at Kessingland Church of England Primary Academy

Phase: KS1		Term: Autumn (A)	
		<u>Religious Education:</u> <u>Autumn 1 (Christianity)</u> God: What do Christians believe God is like? <ul style="list-style-type: none"> • Identify what a parable is. • Retell the story of 'The Lost Son' and explore the concept of God as a forgiving Father. • Give at least two examples of how Christians are loving and forgiving and how they put their beliefs into practice. • Retell the story of 'Jonah and the Whale' and how the story teaches us about God <u>Autumn 2 (Christianity, Hinduism, Judaism)</u> Why is light an important symbol? <ul style="list-style-type: none"> • Retell at least one narrative where light is an important symbol. • Recognise how the Diwali story links to Hindu beliefs and the story of Hanukah reflects Jewish beliefs. • Give an example of how Christians, Hindus and Jews use the symbolism of light to guide their lives. 	
<u>History:</u>	<u>Geography:</u>	<u>Art and Design:</u>	
All about me: Do you know your family tree? -Order events from their family tree. -Ask historical questions about their family tree. -Use sources to find out about their family tree. -Compare the lives of their grandparents to their own.	UK: My School and school grounds: -Identify human and physical geographical features in the school environment. -Identify and mark human and physical geographical features on a simple map. -Use compass directions to describe where features are.	Printmaking: Houses and homes -Explore printing simple pictures with a range of hard and soft materials. -Begin to mix a range of secondary colours, moving towards predicting resulting colours. -Use rubbings to explore different textures and collage these with photographs to create a house or home. -Justify why they like specific things more than others.	
<u>Music:</u>	<u>Design and Technology:</u>	<u>Computing:</u>	
Pulse and rhythm (theme all about me) -Using voice and hands to make music. -Clapping and playing in time to the music. -Playing simple rhythms on an instrument. -Listening to and repeating short rhythmic patterns. -Understanding the difference between pulse and rhythm.	Mechanisms: Making a moving story book -Identify whether a mechanism is a lever or slider and determine what movement that mechanism will make. -Clearly label drawings to show which parts of a design will move and in which direction. -Creating a picture which meets the design criteria, with parts that move purposefully. -Evaluating the main strengths and weaknesses of a finished product and suggesting alterations.	Technology around us: Developing computer skills -Classify what is and what is not technology in their school/ classroom. -Know the main parts of a desktop or laptop computer. -Practise turning on and logging into a computer. -Develop an understanding that different computers use different mice, but they perform the same function. -Understand that writing on a keyboard is called typing, demonstrating an ability to write their name. -Use a keyboard to edit text and use the arrow keys to move the text cursor in their box. Internet safety -Know why it is important to keep data safe and why passwords should be learned and not shared with others. -Know the difference between different types of communication and know that they should always behave in a polite and considerate way.	
<u>Skills for Life:</u>	<u>Physical Education:</u>		
<u>Autumn 1:</u> Me and my relationships This unit includes content on: feelings, emotions, conflict resolution and friendships. <u>Autumn 2:</u> Valuing Differences This unit focuses on: respectful relationships and British values.	<u>Autumn 1:</u> Games Ball skills including: catching, bouncing and throwing. <u>Autumn 2:</u> Dance Movement to reflect music.		

