

**Crofton Infant School's**

**Proud to be Purple (incorporating SMSC/British Values/Assembly Programme)**

**Autumn 2018**

**Creative Curriculum**

**Dinosaur Island**

Science	Geography	Art/DT	History	ICT	Music	PE	RE	Circle Time/ PSHE	Maths	English
<p>To understand that there are different kinds of plants and animals in the immediate environment</p> <p>To know that there are differences between local habitats</p> <p>To know that animals and the environment should be treated with care and sensitivity</p> <p>To be able to make observations and to record these</p> <p>To be able to present results in a table</p> <p>To be able to make predictions</p> <p>To be able to record results</p> <p>To be able to carry out an investigation</p> <p>To start to understand how to make a test fair.</p>	<p>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.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Be able to create texture</p> <p>Be able to use appropriate modelling techniques</p> <p>To be able to evaluate own work and suggest improvements</p> <p>To be able to colour mix to create shades of colour</p> <p>To know that there are many types of vehicles which have different purposes and are made of different parts.</p> <p>To understand that ideas for their own designs can be obtained by looking at familiar products</p> <p>To be able to make simple drawings and label parts</p> <p>To be able to use wheels and axles, understanding that wheels and axles can be assembled in two different ways.</p> <p>To apply rules which will control risk when using materials, tools and equipment</p> <p>to identify a purpose for what they intend to design and make</p> <p>to develop their design ideas through discussion, observation and drawing</p> <p>to measure and cut accurately</p> <p>to assemble, join and combine materials in order to make a vehicle</p> <p>to evaluate against their design criteria</p>	<p>To understand a way in which we find out about the past.</p> <p>To understand what a source is.</p> <p>To have an understanding of a simple chronological framework.</p> <p>To understand the lives of significant individuals in the past who have contributed to international achievements (Mary Anning).</p>	<p>To understand that we use instructions to tell a computer what to do.</p> <p>To be able to write simple code.</p>	<p>Perform with others, evaluating and improving performance.</p> <p>Begin to understand beat, tempo and rhythm.</p> <p>Play a range of untuned percussion instruments with control.</p>	<p>Dance: Use a range of basic dance actions with understanding. Use different levels, speeds and directions and choose appropriate actions. Understand and use contrasts in weight.</p> <p>Gymnastics: Show various ways of travelling and balancing, taking weight confidently on hands to lift the feet. Plan and link together a number of movements. Transfer, modify and apply ideas and linked movements.</p> <p>Games: throw, catch and bounce with two hands or one hand or different parts of the body. Improve performance across a variety of tasks. Throw, catch and bounce when in a stationary position. Understand use a range of strategies for making games harder.</p>	<p>To understand what Hindus believe.</p> <p>To know that Hindus and Christians have festivals of light and what characterises these.</p>	<p>I know that I belong to a community.</p> <p>I feel safe and content within my class.</p> <p>I can help make the class a safe and fair place.</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>I know how to calm myself down when I feel scared, angry or upset.</p> <p>I know some ways to solve a problem.</p> <p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I feel good about my strengths.</p> <p>I can make someone else feel good by giving them a compliment and I know what to say when someone gives me a compliment.</p> <p>I know that people don't always see things in the same way.</p> <p>I can decide with my group about how well we have worked together.</p>	<p>Number</p> <p>Geometry</p> <p>Measurement</p> <p>Statistics</p> <p>Problem solving and reasoning are embedded in each strand.</p>	<p>Reading</p> <p>Writing</p> <p>Spelling, punctuation and grammar.</p>

Social	Moral	Spiritual	Cultural	Democracy	Rule of Law	Individual Liberty	Tolerance of Others	Respect for Self and Others.
<p>Science investigations require children to work in groups and manage their roles.</p> <p>ICT requires children to share equipment and manage the conflicts that come with that.</p> <p>Dare To Try sessions require children to work as a team to choose and formulate ideas, deciding whose idea to follow.</p> <p>Children work in teams during initial object discovery in September and during fossil workshop. The gather ideas and manage conflicting opinions.</p>	<p>Science develops in children a respect for the natural world and an understanding of how we should treat other creatures.</p> <p>Geography allows children to see the impact of humans upon the world.</p> <p>Children learn about the life of Mary Anning and the hardships that she suffered. They reflect upon what made her life challenging and how she strove to make things better.</p>	<p>Through the PSHE curriculum, children learn that people have different opinions and beliefs to them. They learn to ask sensitive questions about other's beliefs and compare them to their own.</p>	<p>The RE curriculum encourages reflection on the lives of people who have different faiths. Children learn people follow the rules of their faiths and learn to appreciate that people live by different rules of their own.</p>	<p>Children vote for activities across the term. They may choose the most popular idea for golden time, or pick a game to play by voting. They choose their school councillor through a democratic vote.</p> <p>During data handling work in maths they vote to choose the most popular option out of a selection and then discuss other possible outcomes.</p> <p>Opportunities for collaborative decision making can be seen in science, ICT and geography.</p>	<p>Children choose classroom rules at the beginning of the school year.</p> <p>They explore rules breaking and 'annoying behaviour' through their Christmas command writing on 'How to Annoy Your Parents on Christmas Day'.</p> <p>They learn to follow sequences of instructions in English lessons and analyse what happens when we don't follow instructions carefully.</p>	<p>English provides opportunities for children to make their own choices for research.</p> <p>English allows children to expand their creative wings and use their own ideas for writing in narrative and non-fiction.</p> <p>When learning about fair testing, children discuss the concept of fairness and why it is important. They relate fairness to their own lives.</p> <p>Children make choices about their own learning, choosing their own investigation focus in science, their own question to answer in data handling and complete open ended tasks where they can choose their own challenges.</p> <p>Children learn about Mary Anning and how her being a woman affected her credibility at the time. They understand that times have changed and that equality now exists.</p>	<p>In RE, children learn that Hindus and Christians have different beliefs. They compare these beliefs to their own.</p> <p>In circle time, children learn that we are all unique, understanding that our habits are things that we do without thinking. They learn that we all have habits, some of which we are not aware of.</p>	<p>In Dare To Try sessions, children listen to and consider the opinions of others. All children are given a chance to lead.</p> <p>Children celebrate the achievements of others, during circle time and Dare To Try sessions, celebrating effort and thought.</p>