

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	Where do I belong?		What makes Stanstead special? <i>Autumn 2 - Is change always positive?</i>	Is someone always to blame for a disaster?	Can we make the world fair?			What lies beyond?	Where in the world do we fit?	How can we look after our World?	Do all heroes wear capes?	Are we defined by our postcode?	
Enquiry driver	PSED UTW-Geography - History		Geography <i>History</i>	History	Geography				ART				
Enquiry enhancers	Art D&T Music		Art and Music <i>D&T</i>	Geog, Art and D&T	Art D&T Music			Art Music	Art D&T	UTW-Geography History		History	History
Discrete subjects	PSED, RE		Science, PHSE, PE, RE, computing	Science, PHSE, PE, RE, computing	RE, Science ,PSED			Science, PHSE, PE, RE, computing	Science, PHSE, PE, RE, computing	Art, 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>Trying to increase numbers in to school etc</i> <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.	To support children in knowing that actions have consequences. -how to avoid, manage and resolve conflict -what is fair and what is not fair -how to care for and share with others Develop children's knowledge and understanding of diversity and community	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 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 learning about Robin Hood.	Because some of our children and families feel that their social status determines their future, we want to show them that anything is possible no matter what your background.			
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	
Key content choices (e.g. significant places and events etc) (A, D)	Rise Park Autumn -Changing Seasons Nottingham England		Place in England – Nottingham Which towns/villages and why?	Great fire of London Grenfell Towers	UNCRC- The work of UNICEF Random acts of kindness			UK Capital cities London Belfast Cardiff Edinburgh	South Africa London Antarctica North America South America	Rainforests- Deforestation The plight of orangutans – David Attenborough-		Robin Hood Sherwood Forest	North America - Rosa Parks Asia – Malala Yousafzai Africa - Wangari Maathai

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<p>See separate document for significant people</p>		<p>Toys, transport, food and books. Hamley's toy shop London and a local toy shop. Local library</p>		<p>Supporting Refugees Winter- Spring- Changing seasons</p>	<p>Weather symbols and seasonal change 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>Africa Europe Australasia Asia Atlantic Ocean Pacific Ocean Arctic Ocean Indian Ocean Southern Ocean Irish Sea North Sea English Channel</p>	<p>Greta Thunberg The impact of the use Palm oil Plastic in the Ocean Spring and summer – changing-Seasons</p>		<p>Antarctica -Roald Amundsen Europe – Tanni Grey Thompson and Marcus Rashford South America – Pele Australia – Steve Irwin</p>
<p>Hook (E)</p>	<p>Each child to have dedicated time to make their own addition to the class display- photograph – speech bubble- all about me- add things that make them special -skills – out of school interests Images of Rise park now and then</p>	<p>Treasure hunt around school to understand what it has to offer. Walk around the local area 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. Visit from fire fighter – later on in Autumn term.</p>	<p>Children to act as reporters and interview adults in our school to find out about different families, backgrounds, and cultures. Use Amnesty international Primary activity pack –Fair Play- Distribution of the world's resources We are all born free- story and Everybody Film https://www.youtube.com/watch?v=sRS-ToNpcNY</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 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. Rubbish left in our sand pit- CCTV footage of Pip having fun with his friends and leaving his rubbish behind Chester Zoo virtual visit</p>	<p>Trip to Nottingham City centre using public bus. Looking at the Castle and Robin Hood statue and learning about Robin Hood throughout the day.</p>	<p>Split the outside play areas in to the 7 continents and children visit each one and explore artwork which reflects this culture (e.g. create a large 'art attack' image using clothes, chalk pictures on the basketball court etc)</p>
<p>Experts and Experiences (E and A)</p>	<p>Fire pit experience linked with Goose Fair Visit from the fire services -And other significant people from our community</p>	<p>Local weather team BBC Nottingham Twitter Local newspaper, radio station. Louise Brimble – need to organise ASAP 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 Building houses in D&T and burning them at the end of term – acting out TGFOL. TGFOL interactive game.</p>	<p>Use Amnesty international Primary activity pack –Fair Play- Distribution of the world's resources We are all born free- story and Everybody Film https://www.youtube.com/watch?v=sRS-ToNpcNY</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. 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>Children to become researchers and find out as much as we can about Tallulah and her home. Making our own information Books. Chester Zoo virtual visit.</p>	<p>Virtual tour of Nottingham Castle. Skype call with care home manager to find out what they do and why.</p>	<p>Skype call with local people who have/are determined to make a positive change like the people they have studied (include Stanstead Alumni if possible)</p>
<p>Authentic Outcome</p>	<p>Video performance of the nativity story</p>	<p>Video advert to persuade others to come to</p>	<p>Class fact file wall – videoed</p>	<p>Write to a local charity to find out how we can help local refugees- start a collection- invite a</p>	<p>Persuasive outcome (could be video, poster,</p>	<p>March 21st - The United Nations' (UN)</p>	<p>Making Posters about recycling to make sure all of our classrooms in</p>	<p>Put together a care package to say thank you to</p>	<p>Create posters to go up around school, library,</p>

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	Video of our Autumn highlights narrated by the children	Stanstead – Link to Louise Brimble? Go on school website? Posters in school encouraging people to go to the local library (Adults and children!)	and shared with parents.	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.	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.	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?	school are using recycling bins properly. Messages to all classes to make sure we are using our compost bins properly. Letters/ posters to supermarkets about stocking products that don't use palm oil/ reducing plastic packaging.	local care home staff for everything they do. If there is one within walking distance, walk to the centre, present the package and sing some songs to bring joy to the residents.	community centres inspired by the artists studied spreading the message about achieving whatever you set your mind to/making a positive impact.
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	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	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Use enquiry board to support retrieval practice- 3x weekly and skills sessions	Use enquiry board to support retrieval practice- 3x weekly and skills sessions
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	Rosie's walk Meerkat Mail '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 The boy who biked the World (3-part series)	There is an Orangutan in My Bedroom Somebody Swallowed Stanley Stanley The Journey Home Uno's Garden David Attenborough -Little People Big Dreams	The Legend of Robin Hood' by Michaela Morgan (Oxford Reading Tree Treetops Myths and legends.)	Seeds of change Marcus Rashford – You are a Champion I am Rosa Parks Who was Steve Irwin? Aim High – Tanni Grey-Thompson Roald Amundsen the conquest of the South Pole

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						Books set on each continent. Asia - Kai and the Monkey King Antarctica Africa Europe North America South America Australasia			
Genres	Speaking and Listening- Drawing and Labelling	Narrative Instructions Postcard	Instructions Recount Diary entry Newspaper report Setting description Story	Reporting Questioning Letter writing	Narrative – Traditional tale Newspaper article Letter / postcard (informal) writing Non-chronological report Poetry	Setting description Biography Narrative - Traditional tale Non-chronological report Poetry	Persuasive Letter writing Information Posters	Non-chronological Letter Newspaper article Character description Poetry	Narrative – quest story Character description Letter Biography Persuasive leaflet/advert Poetry