



King's Cross  
Academy

Year 1 – Curriculum Map for 2015/16: Summer Term –

**Learning Questions: 'What is a home?' 'How do things change?'**

**General guidance:** also see 'Guide to Planning and Teaching Using the Learning Toolbox'; suggestions here have developed from staff and pupil ideas through reviews and other discussions – this is not a final document but will need to grow and adapt over time with experience.

**Initial experience - suggestions:**

- **What is a home?** Look at/sketch/photograph houses in the local environment – identify basic features and classify; photos/films of different homes e.g. country house, igloo, tepee, cave, houseboat etc. Visit Camley Street Nature reserve to look at 'natures' homes
- **How do things change?** Build on work on homes to think about how the environment has changed in KX – compare old and new buildings; building currently under construction near the school; accelerated film of growing things, seasons at Camley Street etc.

**The Academy Learning Toolbox:**

- For Year 1, the priority is to introduce the idea of learning taking place in different ways (they should be used to the 6 areas of learning in the Foundation Stage).
- Initially, the language of the ALT will be novel but with support e.g. classroom display of the ALT, adults using the ALT language and modelling, the children will develop understanding of what Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning mean in practice.
- Notice and draw attention to the Toolsets *during* the learning e.g. 'Those questions showed great Thinking,' 'When you tried a different way to solve

**How to approach the Learning Questions:**

**'What is a home?'**

- This project explores what home means across different cultures. What makes a home a home? What features are common to all homes?
- Is a home just the building or is it more than that? Is it the people as well?
- There is scope for thinking about the environment – how can we make our homes less damaging for the environment – use less water, use less electricity, create less waste etc?
- There should be plenty of fieldwork – collecting information and looking at homes in terms of style, materials, size etc. around the KX area

**'How do things change?'**

- Change is a fundamental concept in life – children need to understand that change happens in many different ways: animals and plants growing, materials changing state, quantities increasing and decreasing etc.
- Children should begin to develop a sense of how quickly or slowly different things change e.g. a plant growing, ice melting etc.
- By thinking about changes such as the seasons and simple number/colour/shape patterns, children can begin to recognise that some changes are cyclical.
- Developing a positive attitude to change – e.g. by thinking of how to improve the school or classroom – helps children to be more flexible and pro-active.

**Assessment:**

- Once the main learning tools have been selected for the project, discuss with the children how they will know if they have used them well and what skills they need e.g. 'We need to interview a doctor. Let's think about what makes a good interview (e.g. active listening, preparing questions,

that maths problem, that was creative.'

- In planning the project with the children, you will need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – the children won't be used to them e.g. for Communication, ask 'Who might we need to talk to about colour?'

#### **Evaluation:**

- Periodically, the teacher needs to reflect on the general progress of the project with the children. Again, use the Learning Toolbox as a structure and record thoughts. Return to IWB toolbox flipcharts and add further notes.

#### **Learning Presentations:**

- Plan the purpose, type, timing and audience at the start of the project with the children. The focus is on sharing the process and products of learning.
- Presentations of learning can be during the project rather than at the end. You could elicit the audience's suggestions as to how to continue the project.

#### **Timings/timetables:**

- Time can be devoted to the different subjects according to what is appropriate for the learning and realistic e.g. Geography in this project could be one session weeks on mapping.
- What matters is whether the children **achieve valuable learning outcomes** in every subject, not how much time is spent. However, learning in depth requires sufficient time so judgements need to be made carefully. In order for a balanced curriculum, choices will have to be made about what the learning priority is for the children at any given time.
- **Maximising project-based Mathematics and English and linking subjects** where appropriate reduces time pressure.
- **Ensure your weekly timetable has a good balance across the Toolbox.**

recording responses) and what skills we need to practise (e.g. note-taking).'  
Also discuss how to capture examples of each tool (e.g. film interview for the KCA Hub).

- Highlight the tools selected on the IWB and make notes – save for future reference.
- During the project, ensure that there are opportunities for reflection, discussion during learning and at the end of particular sections of learning e.g. talking to a learning partner about how well we communicated.
- Use the six Toolsets as starting points for thinking about how well the learning went e.g. 'People found the questions I asked today interesting – this shows I am thinking well.'
- Written teacher comments should be **developmental (next steps) & address misconceptions.**

#### **Resources:**

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders, monitors etc. Regularly check that resources are complete and in good condition. Create a culture in which everyone looks after the classroom and recognises that the resources are there to support everyone's learning.
- **Central stores:** think through and check the resources needed well ahead of the lesson – if there are crucial resource gaps, see the relevant Learning Team Leader or speak to the AHT. Collect your resources before the lesson and return them as soon as you no longer need them. If resources are lost or damaged, inform the relevant Learning Team Leader.
- **Internet and the KCA Hub:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the Internet Use Policy – promote safe use but children need as much access as possible. Utilise the suite as much as possible.
- **Camden Library Service:** there is a wide range of artefacts and topic-related books that can enrich a project.
- **Trips and visits:** these are to enrich children's experience and stimulate thinking. They provide collaborative opportunities for observation, gathering information, note-taking, photography, sketching, interviewing etc. If the visit is at the start of a learning project, this should be seen as a stimulus to thinking – the initial experience should still leave room for

	<p>children to come up with their own ideas and questions. Trips and visits need to be planned to lead to purposeful learning activities in the classroom. Children need to learn to communicate their findings from trips through blogs, journals, assembly presentations, leaflets, displays etc. Every learning project benefits from at least one visit, whether it is geographical fieldwork, historical research on local buildings, making a collection of environmental colours or a visit to a specific exhibition or museum.</p>
--	--

LEARNING PROJECTS	GUIDANCE
<b>ENGLISH – COMMUNICATION TEAM</b>	
<p><b>‘What is a home?’</b></p> <p><b>Narrative: Stories about Fantasy Worlds –</b> ‘Aaaargh Spider’ by Lydia Monks</p> <p><b>Non-Fiction:</b> Collect <b>non-fiction texts about spiders</b> (use the library service for a varied collection) – use to research spiders and their habitat</p> <p><b>Poetry:</b> Shared <b>poetry writing about spiders</b> – perform their poems to another class / the whole school.</p> <p>As well as drawing on <b>Power of Reading</b> guidance, use the themes suggested in the story as well as facts about spider’s habitats to exemplify the topic – What is a home?</p> <p><b>Suggested writing activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Write a short report about spiders/link</b></li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking &amp; listening across the curriculum.</li> <li>▪ <b>Every day</b>, whether discretely or part of the learning project, there should be some shared reading or writing, guided reading or writing and some independent reading or writing activities.</li> <li>▪ There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders; phonic tracker is used to monitor children’s phonic progress.</li> <li>▪ <b>Power of Reading:</b> some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading to the learning project.</li> <li>▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, children’s or teacher’s own writing as well as books.</li> </ul> <p><b>Discrete:</b></p> <ul style="list-style-type: none"> <li>▪ Skills &amp; knowledge can be learnt/practised separately – not as part of the learning project – but not always for an hour daily.</li> <li>▪ <b>Phonics and Spelling:</b> you will need to practise phonics and explore word families and other features of spelling and word use. It is vital that this is <b>applied</b> in children’s reading and writing.</li> <li>▪ <b>Reading:</b> there need to be times when children choose their own texts to read. Classroom libraries offer the opportunity for children to take responsibility for their own reading choices both for reading in school and as part of PACT. Book marks provide guidance for parents on supporting their child’s reading at home. 20 minutes sustained silent reading daily (PACT book) provides an opportunity for the adults to assess reading skills and manage PACT (track books etc). It is essential</li> </ul>

**to science** – look at what the children know, illustrate their knowledge in a web/list/pictures with words. Refine what they want to find out more about from their initial thoughts. E.g. **spiders homes – where do they live?**

- Generate questions – 4-5 questions – research and write notes using the questions as a structure.
- Use the notes to write a report. This can then be published as a non-fiction text, together with photos and drawings, to be used in the class library
- **Write poems about spiders** – include the information in a poem in which the children show how they feel about spiders as well as listing the facts they know

#### How do things change?

**Narrative: Traditional & Fairy Tales\Stories from a Range of Cultures** – ‘The Story Tree’, retold by Hugh Lupton.

To develop the theme of change – **use the structure of the story to demonstrate the changes\add changes to the story and compare.** How does the story begin, development of plot and finally moving onto resolution. This could be illustrated as a story journey, moving from the beginning, exploring the events along the way and arriving at the conclusion.

**Suggested writing activities:** *A number of stories are explored in Power of Reading. ‘The Three Billy Goats*

that PACT folders are brought in **every day.**

- **Writing:** some extended writing opportunities come from Power of Reading, some will come from non-project activities e.g. reports on events, book reviews or personal narratives of their own choice. Handwriting needs to be taught and practised, following the Nelson scheme (roughly 3 x 15 minutes per week). The aim is a quick, fluent style used in all writing.
- **Spelling:** See The National Curriculum appendix 1
- **SPG:** See The National Curriculum appendix 2

#### Project-based:

- **Phonics and spelling:** Any reading and writing within the project is an opportunity to apply knowledge and skills (phonics, spelling) – children need to be reminded or supported to do this.
- **Reading:** shared and individual reading using project-related texts is an opportunity for exploration at text, sentence and word level. This helps children to apply the sub-skills.
- **Writing:** project-related writing should address different genres with a focus on both accessibility (spelling, grammar, handwriting, basic sense making, etc) and impact (purpose, interest, structure etc). All subject areas are opportunities for extended writing; keep the focus on what makes quality writing whatever the context or purpose e.g. writing about changes in science or explaining your understanding of change in people’s lives in RE.

#### Resources:

- **Classroom books:** each class has a set of texts allocated that is recorded on the central system. Further texts can be selected from the library by the teacher to boost the class stock during the year.
- **Library books:** Children can also choose individual books through a periodic visit to the school library as a class but these must be processed on the system. Children must not be unsupervised in the library.
- **Reading Areas:** every class needs an attractive, well-organised reading area to promote the enjoyment of reading. Class librarians should be trained to maintain this area. It should be used e.g. during individual reading time or guided reading etc.
- **Power of Reading books:** these are stored in the classroom opposite the meeting room and must be returned after use - they must not go home.
- **Every class should have:** Letters and Sounds; Grammar for Writing; Spelling Bank; Y2-3 Exemplification for Spelling; Guided Reading Folder.
- **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs to be on every group’s table and maintained by the children.

*Gruff* could also be used to link in with the **Design and Technology enquiry – ‘How Can I design and Build a Structure?’** Children design a house that would protect the Billy-goats in their new field across the bridge, exploring materials etc. This could also provide an exciting setting for the children’s own stories, continuing the tale after they have all crossed the bridge! The troll might return?!

- **Re-write the story** of the Billy Goats Gruff to include their house in the new field. Compare the changes they have made in the story to the original. E.g. In the children’s version the troll could return to try to eat the billy-goats but they have built a house to protect them.
- **Use the DT enquiry** - write up instructions on how to build a house for the Three Billy Goats Gruff. This set of instructions could be included in a class story book of a changed version of the traditional tale. (Published for the class library – children’s versions to be published for the library as well)

**MATHEMATICS – THINKING TEAM**

**Both projects can touch on all mathematical strands.**

**‘What is a home?’**

**Counting and understanding number:** base 3 using alien maths

**Number facts:** Knowing how many people live in groups of homes e.g. ‘...three homes with three people in each has nine people all together.’

**Calculating: Calculating in base 3 as part of the ‘Threeworld’ lesson.**

**Understanding shape:** finding shapes in the home.

**General:**

- You do not need an hour-long, discrete Mathematics lesson every day – you do need a balance of skill development and practice, oral and mental maths, problem-solving, investigations and maths across the curriculum. There needs to be a balance across the seven strands: using and applying maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data.
- The programme of study (in planning folders) provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the programme must be seen as a starting point and resource rather than a strait jacket.
- Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital.
- Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings.

<p><b>Measuring:</b> Estimating the dimensions of homes e.g. ‘...that house is about four times taller than me.’ Measuring things at home and bringing in the data e.g. the length of my bed. <b>Handling Data:</b> Collating and comparing children’s home measurements.</p>	<ul style="list-style-type: none"> <li>▪ Puzzles, games and challenges are motivating, can be chosen to reinforce particular skills and knowledge and allow for collaborative learning (e.g. Skemp’s mathematical games).</li> <li>▪ Look at the current unit within the programme of study; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful. Annotate the unit plan to show the sequence of teaching; you can use the learning project medium planner if you need to change the unit plan significantly.</li> <li>▪ Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions.</li> </ul>
<p style="text-align: center;"><b>‘How do things change?’</b></p> <p><b>Counting and understanding number:</b> explore how base 10 works. Grouping into tens and counting in tens. Grouping tens into hundreds and counting in hundreds.</p> <p><b>Number facts:</b> knowing base ten-related number facts i.e. <math>10 \times 1 = 10</math>; <math>10 \times 10 = 100</math>; <math>10 \times 100 = 1000</math></p> <p><b>Calculating:</b> calculating one less and one more multiple e.g. from <math>4 \times 3 = 12</math>, working out <math>3 \times 3</math>; from <math>3 \times 2 = 6</math> working out <math>4 \times 2</math> etc.</p> <p><b>Understanding shape:</b> explore how we can change shapes. Enlarging, reducing, turning, stretching, reflecting etc.</p> <p><b>Measuring:</b> how do we measure time? (non-standard, personal ideas of time: what does a ‘long time’ and a ‘short time’ mean to different people? Standard units of time.).</p> <p><b>Handling Data:</b> simple line graphs showing change over time e.g. a plant growing.</p>	<p><b>Skill development/practice:</b></p> <ul style="list-style-type: none"> <li>▪ Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school, KX or home environment as a context e.g. sorting resources, grouping children etc. or find cross-curricular opportunities to apply skills e.g. measurement in Science and cookery.</li> <li>▪ Mental and oral starters should be focused (5-10 minutes) and active.</li> <li>▪ Mental and oral maths can be used to: rehearse skills; recall knowledge; refresh previous learning; refine methods and procedures; read vocabulary, symbols etc; reason with evidence.</li> <li>▪ Recording: there should be a range of types of recording, not just ‘sums’. There needs to be self and peer assessment and notes alongside the maths.</li> <li>▪ Skill development and practice is recorded usually in the squared books (though sometimes calculations should be carried out on plain paper so that children are required to use their understanding of place value!).</li> </ul> <p><b>Problem-solving/enquiry:</b></p> <ul style="list-style-type: none"> <li>▪ All mathematics can be explored through collaborative problem-solving and enquiry.</li> <li>▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other’s thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.</li> <li>▪ Recording: the process of the enquiry should be clear from the recording; children’s thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.</li> <li>▪ Problem solving and enquiry is recorded usually in plain books.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom resources for mental work: number fans, flip-flops, counting stick, place value cards, number lines, whiteboards, are all essential interactive resources for oral and mental work. They should be used regularly, varying approaches. Children should become used to using these resources efficiently and thoughtfully.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Other resources need to be accessible, labelled (words and pictures) and well-organised: multilink, unifix, various sorting objects, set loops, compare bears, calculators, small and large dice, 2D and 3D shapes, money, rulers etc.</li> <li>▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc.</li> </ul>
<b>SCIENCE – PHYSICAL TEAM</b>	
<p style="text-align: center;"><b>Science</b></p> <p><b>Revisit ‘Everyday materials’ unit.</b></p> <p><b>Suggested activities:</b></p> <p>What are homes made from? Why? Explore/revise materials which are fit for purpose.</p> <p><b>Seasonal changes</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• observe changes across the 4 seasons (Camley Street?)</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul> <p>Pupils should observe and talk about changes in the weather and the seasons.</p> <p><b>Growing at KCA: Sc2:</b></p> <p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>♣ identify and describe the basic structure of a</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding.</li> <li>▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas.</li> <li>▪ <b>Science teaching needs to develop key skills:</b> <ol style="list-style-type: none"> <li>1. <b>PLANNING:</b> asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests;</li> <li>2. <b>COLLECTING AND USING EVIDENCE:</b> following instructions for safety, exploring using the senses, measuring, recording, communicating findings;</li> <li>3. <b>EVALUATING EVIDENCE:</b> comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning</li> </ol> </li> </ul> <p><b>Skill and knowledge development:</b></p> <ul style="list-style-type: none"> <li>▪ Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or home environment as a context e.g. materials in the school, growing etc. or find cross-curricular opportunities to apply skills e.g. knowledge of light in growing.</li> <li>▪ Shorter sessions can introduce children to specific scientific skills e.g. observing using a magnifier. The need for careful recording of observations (drawings, photos, diagrams, measurements, notes and descriptions etc) can be emphasised as well as careful and accurate use of scientific vocabulary.</li> <li>▪ Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience.</li> <li>▪ Recording: focus on children’s scientific thinking rather than just factual information. Science should be recorded in the Project Book.</li> </ul> <p><b>Scientific enquiry:</b></p> <ul style="list-style-type: none"> <li>▪ Science needs to be mainly taught through investigation and enquiry (Sc1).</li> <li>▪ <b>The investigative cycle: Question, Plan and Investigation, Prediction/Hypothesis, Obtain and present evidence, Consider evidence, Evaluate</b></li> </ul>



variety of common flowering plants, including trees.

**Suggested activities:**

- Observe plants in the local environment – what helps them to grow well?
- Speculation based on observations: why are certain plants doing better than others (e.g. not enough/too much water, not enough/too much sun etc)?

- Children should have the opportunity to go through the entire cycle at least once a term.
- Parts of the cycle can be developed separately e.g. drawing conclusions from data provided by the teacher; generating possible questions; planning possible fair tests etc.
- Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other’s thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.
- Recording: the process of the enquiry should be clear from the recording; children’s thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.

**Growing:**

- During the year, your year group is responsible for maintaining some planters in the playground. This will involve planting, watering and tending.
- Before planting, children should observe (drawing, photo, measuring, labelled diagram etc); they should predict when they think signs of growth will appear; discuss how to plant; create labels for identification.
- You will need to have a group of gardeners to plant, either with the teacher or TA.
- Every few weeks, a group of gardeners can check on developments.
- ***Daffodils and Narcissus were planted at the end of the Autumn term*** – monitor and spot when they start to grow and continue to monitor development.
- ***Spring Term*** – children will plant ***sunflowers and tomatoes***. They can research about tomatoes as part of their food topic – eg. Make a tomato fact card, use tomatoes in cooking and in salads. The tomato seeds will need to be ***sown indoors in March*** and planted out in May. You could choose a couple of families to water the seeds in their pots over the Easter holidays. Similarly, the sunflowers could be planted in pots in March, taken home to nurture over the holiday. ***Plant out at the beginning of the summer term.***
- ***Summer Term*** – monitor the changes over time – this fits in very well with the topic in the second half of the term – How do things change? The children should take photographs to monitor the changes over time and keep a plant diary – when did they germinate? How tall do they grow? When do they flower? When do they bear fruit etc. Consult with Angie O’Hara about cooking opportunities.

**Resources:**

- Classroom resources for scientific work (to be purchased if not currently available): hand lenses, magnifiers, microscope, containers, sorting trays. Children should have access to some scientific, especially observational, equipment at all times.



	<ul style="list-style-type: none"> <li>▪ Central resources: force meters, datalogging equipment, pooters, pipettes, beakers, mirrors, lenses, prisms, light-box, torches, electrical apparatus, anatomy models, teeth hygiene materials, varied materials, ramps etc. Some non-fiction books available in the library and from the Camden Library Service.</li> </ul>
--	---

**COMPUTING – CREATIVE TEAM**

<p><b>Modelling &amp; Simulation What is a home?</b></p> <p>Children understand that a computer can represent real or fantasy situations. They know that they can make choices about what happens on screen and begin to understand cause and effect.</p> <ul style="list-style-type: none"> <li>• They explore options and make choices using programs/on-screen activities/simple adventure games with toolbars and choice buttons.</li> <li>• They explore a range of simple simulations and can identify which is a real and which a fantasy situation</li> <li>• They make choices to cause particular effects and learn ‘undo’ and ‘redo’ actions</li> <li>• They use a paint package to create , edit and print pictures representing real and imaginary situations</li> <li>• Talk about the differences between a graphics package and paper based art activities</li> </ul> <p style="text-align: center;"><b>Sensing and Monitoring</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Specific skills outlined in the ICT scheme should be applied in other curriculum areas/projects. The ICT suite should be used for a minimum of 45 minutes per week in KS1 and 60 minutes in KS2. Further time in the suite can be booked using the ICT diary online.</li> </ul> <p><b>ICT learning at KCA focuses on the following key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, KCA HUB)</li> <li>▪ Designing, developing, exploring and evaluating models of real and imaginary situations (e.g CD ROMS, internet sites, blogs)</li> <li>▪ Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo)</li> <li>▪ Making informed judgements about ICT applications and information presented through use of ICT.</li> <li>▪ Exploring attitudes and giving views towards ICT.</li> </ul> <p><b>ICT as a cross-curricular tool</b></p> <ul style="list-style-type: none"> <li>▪ Learners at KCA should apply ICT capability to support and enhance their learning across the curriculum.</li> <li>▪ Through continuous access to well-organised ICT, learners at KCA can choose to use ICT to assist their learning at any time, just as they might switch on a light when needed.</li> <li>▪ Teachers must plan opportunities for learners to make informed decisions on the best ICT for a particular learning task.</li> <li>▪ Learners must have opportunities for learning collaboratively using ICT. The IWB, a classroom computer, digital cameras and other technology should be used as tools to support collaborative learning in almost every lesson.</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ It is the responsibility of staff and children at KCA to know and follow the rules for computer and</li> </ul>
--	---

<p><b>Experience and explore the automatic light sensors in the classroom. Discuss why we have them and how they might work, covering the key skills and success criteria below:</b></p> <ul style="list-style-type: none"> <li>• I have experience of objects with sensors</li> <li>• I know that some equipment can be controlled without being physically touched</li> <li>• I have used a sensor / data logger to collect information</li> </ul>	<p>Internet use.</p> <p><b>Moving towards the future – the KCA HUB and the Virtual Learning Toolbox:</b></p> <ul style="list-style-type: none"> <li>▪ Staff must promote a positive, forward-looking attitude to ICT. Every learner including staff to have a personal web space as part of the KCA HUB. The KCA HUB aids communication &amp; helps make connections across the learning community.</li> <li>▪ Virtual Toolbox: examples of effective learning using the tools in the Learning Toolbox will be collected and uploaded to the Virtual Toolbox. This will provide an invaluable bank of exemplars to help children assess their own learning skills and to select learning tools during the planning phase. The Virtual Toolbox communicates our view of effective learning to parents.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom resources for ICT: it is essential that every class has the capacity to capture learning for assessment and for the Virtual Toolbox. Children need access to a digital camera, digital video and recording equipment (e.g. I pads etc). Control technology (beebots etc) should be available in Foundation and KS1. IWBs are to be used by children during group work rather than just as a presentation tool.</li> <li>▪ Central resources: Suite: PCs, IWB; dataloggers (Science); visualisers.</li> </ul>
<b>PHYSICAL EDUCATION – PHYSICAL TEAM</b>	
<p style="text-align: center;"><b>PE</b></p> <p><b>1<sup>st</sup> half: Gymnastics apparatus</b></p> <ul style="list-style-type: none"> <li>• Perform basic skills in travelling, being still, finding space and using it safely on apparatus. Develop a range of skills and actions (balancing, taking off and landing, turning and rolling);</li> <li>• <b>Games (MUGA)</b>- travelling, sending and receiving balls and other equipment games.</li> </ul> <p><b>2<sup>nd</sup> Half</b></p> <ul style="list-style-type: none"> <li>• <b>Games (MUGA)</b>- competitive net, striking/fielding and invasion-type games;</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ In P.E., children develop their knowledge, understanding and skills through activities that involve them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: <i>planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise</i></li> <li>▪ Make links where possible, into other curriculum areas (e.g. link two art forms dance and poetry – creating a poem about colour and use as a stimulus for dance)</li> <li>▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE.</li> <li>▪ Ensure children wear an appropriate P.E. kit for all lessons (white or blue t-shirt, shorts, appropriate footwear and no jewellery). Staff should at least wear suitable footwear (if possible, change into a PE kit).</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Gym-</b> create and perform short, linked sequences in groups.</li> </ul> <p><i>Refer to Val Sabin for games ideas</i></p>	<ul style="list-style-type: none"> <li>▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance.</li> <li>▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with KCA’s Food Policy (no chocolate, crisps or fizzy drinks).</li> <li>▪ Provide for lots of activity and maximum involvement – do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball. Use skill practice e.g. grids and small groups.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Central resources: a range of equipment is available in the PE store in the small hall. Children are not allowed in the PE store unsupervised.</li> <li>▪ Lunchtime supervisors and Play Leaders are responsible for maintaining lunchtime and playtime resources.</li> </ul>
<b>ART AND DESIGN – CREATIVE TEAM</b>	
<p><b>Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about ‘What is a home?’ and ‘How do things change?’</b></p> <p><b>Suggested sketchbook activities:</b></p> <p><b>Summer 1 - ‘What is a home?’</b> materials/texture/photos. Collage sculpture – home</p> <p><b>Suggested sketchbook activities:</b></p> <ul style="list-style-type: none"> <li>• Sketching local homes; note materials, textures; stick in photos. Focus in on specific aspects of houses e.g. windows, doors, roofs. How many different types of window etc can we find and sketch?</li> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Children need to develop artistic skills and techniques but also <i>apply</i> these creatively.</li> <li>▪ <b>The key elements of Art are:</b> pattern, texture, colour, line, tone, shape, form, and space.</li> <li>▪ Each artistic medium used (painting, drawing, textiles, clay sculpture etc) needs to be explored and played with in order that children can use it creatively. Some exploratory sessions e.g. mark-making, getting used to the texture and ‘feel’ of clay, experimenting with different weaving techniques etc will help to develop confidence and a sense of the options available in different media.</li> <li>▪ Most artistic work starts with some sort of stimulus and observation. There can be plenty of observational work before moving on to a creative piece e.g. observing the leaves of different plants (colour, pattern, texture etc) could lead to a creative piece drawing on one element and transforming it e.g. the pattern of a leaf transformed into an abstract design.</li> <li>▪ Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.</li> <li>▪ <b>Colour:</b> children can explore primary (red, blue, yellow) and secondary colours (orange, green, violet) that can be made by mixing two primary colours. Limit the range of colours available to encourage exploration. The double primary system limits colours to: warm – brilliant yellow, crimson, brilliant blue; cold – lemon yellow, vermillion, turquoise plus white and Prussian blue (instead of black).</li> <li>▪ <b>Textiles:</b> children should explore the qualities of different materials e.g. rough, smooth, shiny, stretchy etc. Textile practices include: fabric construction (e.g. card weaving), dyeing, surface decoration, printing, 3D work.</li> </ul>

<p><b>‘What is a home?’: sculpture focus</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Use different materials to create a home (e.g. nest, house).</li> <li>• Create a shoe-box home.</li> </ul> <p><b>Summer 2 - ‘How do things change?’</b> Sketch, photo, weather/home</p> <p><b>Suggested sketchbook activities:</b></p> <ul style="list-style-type: none"> <li>• Sketch/photograph plants at different stages of growth.</li> <li>• Sketch/photograph changes in facial expression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Sketchbooks:</b> these are a key part of art teaching – children should be developing their sketching skills and learning how to use a sketch book to record observations, ideas, colours, patterns etc. Sketchbooks should include notes and comments and questions from peers and adults.</li> <li>▪ <b>Key purposes of sketchbooks:</b> to explore objects in detail; to capture observations of people, animals and places; to develop ideas for an artwork; to develop ideas for a structure or sculpture; to explore techniques e.g. mark-making, shading, showing light, dark and shadow; to explore the elements of art including colours e.g. recording all the different shades of green leaves.</li> <li>▪ <b>Sketchbook Ground rules:</b> it is essential that children know, discuss and refer back to the ground rules for using sketchbooks: <ol style="list-style-type: none"> <li>1. <i>Be clear about the purpose of what you are doing in the sketchbook.</i></li> <li>2. <i>When collecting observations from the environment or objects, always look closely and carefully.</i></li> <li>3. <i>Use different media to collect observations: pencil, crayon, photos etc.</i></li> <li>4. <i>Stick things in that might help e.g. leaves, fabric, papers etc.</i></li> <li>5. <i>Be creative – make your sketchbook interesting to look at.</i></li> <li>6. <i>Make notes and collect other people’s comments and suggestions.</i></li> </ol> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom resources: we need to develop effective art resource areas in every classroom – paints, a range of paintbrushes, palettes, water pots, pastels or chalks, black pens, drawing pencils, charcoal, crayons, a range of papers, paste, glue and glue sticks, digital camera etc.</li> <li>▪ Central resources: clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage materials, modelling materials, textile materials and equipment e.g. needles, plasticine, photography equipment etc.</li> <li>▪ Environmental resources: the school building, the local KX environment, museums, galleries, places of interest.</li> </ul>
<b>DESIGN and TECHNOLOGY – PHYSICAL TEAM</b>	
<p><b>Summer 1</b> – Evaluate existing products and own ideas. Build and improve structure of mechanisms.</p> <p><i>Generate, model and communicate ideas.</i></p> <p><b>Learning question:</b> ‘How can I design and build a</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ <b>The three types of D&amp;T activity are:</b> <ol style="list-style-type: none"> <li>1. Investigating and Evaluating Products;</li> <li>2. Focused Practical Tasks;</li> <li>3. Design and Making Activities.</li> </ol> </li> <li>▪ <b>The classic design journey:</b> 1 – problem identified; 2 – early ideas generated; 3 – develop and</li> </ul>

<p>structure?’</p> <p>Design purposeful, functional and appealing products. Generate, model and communicate ideas. Use a range of tools and materials to complete partial tasks. Evaluate existing products and own ideas.</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Plan, make and evaluate dolls house – Link to Art</li> </ul>	<p>research ideas; 4 – choose the idea to be made; 5 – making; 6 – testing and evaluating; 7 – modifying and improving.</p> <ul style="list-style-type: none"> <li><b>Materials:</b> children need experience in working with different materials – wood, metal, plastic, paper, fabric etc – exploring the way different materials can be joined, shaped and finished.</li> <li><b>Children need to explore these aspects of materials:</b> <ol style="list-style-type: none"> <li>the different physical and aesthetic qualities of materials.</li> <li>how different properties of different materials lead to different uses.</li> <li>how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening).</li> </ol> </li> </ul> <p><b>Key concepts/techniques of D&amp;T:</b></p> <ul style="list-style-type: none"> <li><b>Energy sources:</b> batteries, elastic bands (twisted or stretched), human energy (pushes and pulls), water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something).</li> <li><b>Dynamic structures:</b> mechanisms with moving parts such as see-saw, levers, pulleys and gears.</li> <li><b>Static structures:</b> buildings, towers, sculptures and models.</li> <li><b>Control:</b> mechanical and electrical devices to control movement e.g. switches, levers, sensors etc.</li> <li><b>FOOD TECHNOLOGY:</b> as a flagship school in the Food for Life Partnership, we need to develop children’s skills, knowledge and understanding of cooking in a systematic way that allows them to build progressively as they move through the school. We are working towards at least 12 hours per year of cookery experiences for every child.</li> <li><b>The 5 key aspects of food technology:</b> Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc); Tasting and Testing; Production Processes.</li> <li><b>COOKING: 2 core recipes (minimum):</b> fruit salad, bread rolls.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b>Central:</b> should include craft knives, steel rulers &amp; mats, construction tools, wood, plastics, card, glue guns, bench hooks, saws, drills, materials for wheels &amp; axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics &amp; pneumatics) etc.</li> </ul>
<b>HISTORY – COMMUNICATION TEAM</b>	
<p><b>Summer 1 - ‘What is a home?’ - Event:</b> The Fire of London</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Look at photographs or visit houses dating from around 1666. Explore why the fire</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li><b>The 5 key elements of history:</b> chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication.</li> <li>Children need to ask questions about aspects of the past &amp; think about whether/how they can be answered. Some questions will be factual e.g. ‘When was the fire of London?’ others will be</li> </ul>

<p>spread.</p> <ul style="list-style-type: none"> <li>• Explore how the Fire changed London.</li> <li>• Look at primary evidence e.g. extracts from diaries including Samuel Pepys.</li> <li>• What is different now? If there is a fire now, what happens?</li> </ul> <p><b>NC KS1 link -</b> events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)</p> <p><b>Summer 2 - ‘How do things Change?’ - People:</b> Alexander Fleming: how did he make his discovery? (Penicillin).</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Explore at a very simple level the story of how Fleming discovered penicillin (a helpful medicine) by leaving his lab untidy and seeing that a mould had formed on his samples that killed bacteria.</li> <li>• Think about other things that happen by accident.</li> <li>• What do scientists do and how do they help us?</li> </ul> <p><b>NC KS1 -</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>opinion e.g. ‘Why did the fire start?’ Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. reading diaries from 1666.</p> <ul style="list-style-type: none"> <li>▪ <b>Chronology:</b> relating periods of history to children’s own lifespan and those of their families e.g. The Fire was about 350 years ago – 60 times my life so far! Explore a person’s life or a series of events e.g. a basic idea of what it was like in 1666.</li> <li>▪ <b>Knowledge and understanding:</b> being able to talk or write about a historical figure – when and where they lived; what they achieved; their life’s work; to talk or write about events or a series of events. Where there is a meaningful purpose for the historical investigation (e.g. a Great Fire book), the knowledge and understanding comes alive rather than being inert facts.</li> <li>▪ <b>Historical interpretation:</b> exploring how we can say things about the past – using different sources of evidence and understanding what they tell us. Recognising that evidence can be from different perspectives e.g. diaries give you one point of view but not what other people thought. Photographs, paintings can give a false impression. Primary sources are from the time itself or directly from people involved. Secondary sources are removed from the event or time e.g. books, letters written by those indirectly involved. Children need not to believe everything they read – whether primary or secondary source.</li> <li>▪ <b>Historical enquiry:</b> generate interesting questions that will lead to in-depth enquiry e.g. ‘How did the Fire change London?’</li> <li>▪ <b>Organisation and communication:</b> learning how to collect information, ideas, evidence etc and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Artefacts, books, photos, films:</b> sourced largely from Camden Library Services, the internet and children’s homes.</li> <li>▪ <b>Environmental resources:</b> the school, local buildings, museums, galleries, local people, staff etc.</li> </ul>
<b>GEOGRAPHY – COMMUNICATION TEAM</b>	
<p><b>What do people eat?</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ <b>The 4 key elements:</b> places; patterns &amp; processes; environmental relationships and issues;</li> </ul>

<p>Research where food grows in the UK.</p> <p><b>NC link s- Human and physical geography</b></p> <ul style="list-style-type: none"> <li>♣ use basic geographical vocabulary to refer to:</li> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>How do things change?</b> Fieldwork/observational skills Compare Russia (link to Book Power) with a town in the UK</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<p>geographical enquiry and skills.</p> <ul style="list-style-type: none"> <li>▪ <b>Places:</b> Ask questions about aspects of local/global places. Begin to identify key features and make comparisons.</li> <li>▪ <b>Patterns and processes:</b> exploring why places are as they are, why people live where they do, how places have changed and why, why businesses and other amenities are located where they are, impact of weather and other physical conditions.</li> <li>▪ <b>Environmental relationships and issues:</b> exploring children’s and other people’s different views about the local environment and change; the impact of environmental change e.g. pollution, climate change, recycling and waste etc. Exploring how to manage the environment e.g. promoting bicycle use and walking to school.</li> <li>▪ <b>Enquiry and skills:</b> generating questions worth investigating. Make direct observations about places and the environment and use maps, atlases and other secondary sources. Use simple equipment e.g. anemometer (wind measure).</li> <li>▪ <b>Recording:</b> notes, ideas, questions, plans for enquiries, sketch maps, observations and journals from fieldwork, data collected e.g. questionnaires, traffic count, tables and charts (link to Handling data). Geographical conclusions and thinking can be used for some meaningful purpose and presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Maps, atlases, plans, photos, films:</b> sourced largely from Camden Library Services, the internet and children’s homes.</li> <li>▪ <b>Environmental resources:</b> fieldwork in the school grounds, locality, trips, local people etc. Weather instruments etc.</li> </ul>
<b>MUSIC – CREATIVE TEAM</b>	
<p style="text-align: center;"><b>‘What is a home?’</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Explore what music children listen to at home.</li> <li>• What instruments do people play at home?</li> </ul> <p style="text-align: center;"><b>‘How do things change?’</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Explore change to a simple rhythmic pattern.</li> <li>• Listen to variations e.g. Rachmaninov Rhapsody on a Theme of Paganini – how did</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Music will be taught by SW this term.</li> <li>▪ <b>Composition and performance:</b> in Nursery and Reception, specialist singing teaching is provided; three choirs support singing across the school; we are looking to develop singing in assemblies. Teachers need to promote singing in class to support the assembly songs and where there is a link to the project – further guidance to follow.</li> <li>▪ <b>Instrumental tuition:</b> Year 1/2: recorders.</li> <li>▪ <b>Listening and appraising:</b> there are many opportunities in learning projects to develop children’s skills in listening closely to music, commenting and responding using different media.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Central:</b> a range of tuned/untuned instruments. Recordings for listening &amp; appreciation to be</li> </ul>



<p>the piece change?</p> <p><b>Locational knowledge + Geographical skills and fieldwork</b></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>§ 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>§ use basic geographical vocabulary to refer to: What is a home?</b></p> <p>§ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>developed on the network.</p>
<b>PSHE – THINKING TEAM</b>	
<p><b>Summer 1 – Financial capability – Money</b></p> <p><i>1. about where money comes from and the importance of keeping money safe</i></p> <p>1.1 know that people get money in different ways (earn, win, find, presents, pocket money, borrow)</p> <p>1.2 can keep track of their money</p> <p>1.3 understand that money can be kept in different places and that some places are safer than others</p> <p><i>2. to make simple choices about how they spend their money</i></p> <p>2.1 know that people have choices about how to</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Many of the themes of PSHE can be addressed in the day-to-day practice and organisation of the class and school e.g. hygiene through washing hands before lunch; identity by exploring languages spoken at home etc.</li> <li>▪ <b>During key stage 1</b> pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.</li> <li>▪ They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well; take some responsibility for themselves and their environment, and begin to make informed decisions; learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class &amp; school community, they learn social skills, take turns, play, help others, resolve arguments &amp; resist bullying.</li> </ul>

spend their money

2.2 can explain the difference between a 'need' and a 'want'

2.3 understand that they may not always be able to have the things they want

### *3. about saving money*

3.1 know that money can be saved to use later rather than spent straight away

3.2 can describe why they might want to save their money

3.3 understand why saving money can be important and how it makes them feel

## **Summer 2 - Mental Health – good feelings/not so good feelings**

### *1. about times when people feel joyful / happy*

1.1. can identify times when people might feel joyful

1.2. can describe how it feels to be happy

1.3. can express and share feelings of happiness

1. about being co-operative with others

### *2 about losing something special and how it feels*

2.1 can describe times when people might feel loss

2.2 are able to express and share feelings of loss

2.3 can empathise with others and how they may be feeling

### *3 how people feel when someone or something special dies and what can help them to feel better*

3.1 can identify some of the feelings people have when someone special dies

3.2 are able to suggest what people can do to feel better

▪ They begin to take an active part in the life of their school and its neighbourhood.

▪ **Personal learning** is about developing a sense of identity & confidence. Children develop their own distinctive characters, learning to take responsibility, show commitment & leadership, acting as a role model & contributing to the community.

▪ **Social and emotional learning** is one of the six areas of the Learning Toolbox. We believe that ALL learning involves emotions and almost all learning is social. Children need to become aware of their emotions and learn to manage them. They need to develop the skills to work with others, to show leadership and to make decisions.

▪ **Health education** developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships.

#### **Resources:**

▪ **Photos, images, artefacts, stories etc:** from the internet, Camden Library Service, staff, home. Guidance held centrally.

<b>RELIGIOUS EDUCATION – THINKING TEAM</b>	
<p><b>RE lends itself to the ‘What is a home?’ project this term, though there will be opportunities for reflection on change within families and communities in the second project. ‘What is a home?’</b></p> <p><b>RE theme: Caring for Each Other</b>  <b>Suggested activities:</b>  To learn about the various ways in which people help and care for themselves and each other. „ To understand that for some people beliefs and actions relating to God are the most important things in life.  ”  To consider how the lives and teachings of key figures inspire people to follow their example.</p> <p><b>Caring for Our World</b>  To understand that the world is a gift for which we are all responsible. „  To explore the ways in which people respond to the beauty, diversity, pattern and cycles of the natural world. „  To understand that food and water are essential for life and that people show their appreciation for their provision in many different ways. „  To learn how religious and other teachings and stories show</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ We follow the Agreed Syllabus for Camden schools. This means that children learn about various aspects of the major religions and systems of thought. They explore beliefs but belief does not have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion. Our message is that every single child can experience the wonder of the world and life; every child can think about moral issues and learn about other people.</li> <li>▪ The main aim is for children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address.</li> <li>▪ Children should see the commonalities between different sets of beliefs as well as recognising the differences.</li> <li>▪ Religious Education is not primarily about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered.</li> <li>▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse school as KCA, people with different beliefs need to learn together and learn about each other.</li> <li>▪ Religious Education is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and often beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain—can be awe-inspiring. At the same, time we can learn to appreciate simplicity and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. We can all learn to be calm and reflective.</li> <li>▪ As children move through the school, they should begin to engage with difficult moral issues such as how we might respond to the suffering of others. Areas that religious education can consider include: death and grief; loss; how we celebrate; people who help us; conflict; things that are important to us; our families.</li> <li>▪ Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion.</li> <li>▪ Assemblies explore stories from the major religions and systems of thought as well as non-religious stories about moral issues or the nature of the world.</li> </ul> <p><b>Resources:</b></p>

	<ul style="list-style-type: none"> <li>▪ <b>Artefacts, photos, books, films, puppets etc:</b> from Camden Library Service, internet, some held centrally.</li> <li>▪ <b>Environmental resources:</b> visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc).</li> </ul>
<p><b>Summer School Improvement focus:</b></p> <ul style="list-style-type: none"> <li>▪ Continuing to develop high quality dialogue across the curriculum (including lesson study, learning journals etc).</li> <li>▪ Monitoring focus: writing.</li> </ul>	