



Key Stage One Curriculum

Intent

West Buckland Primary School and Nursery aims to provide a curriculum that is engaging, balanced and relevant. We want children to participate and not spectate; learning beyond their own experiences and applying their new found skills and knowledge. Our Curriculum is knowledge rich with vocabulary acquisition at its heart. All subjects are carefully planned to ensure coverage of key content and knowledge that develops through the children's time in the school. We have mapped the key learning in each subject to ensure there is a logical and progressive approach to teaching. We operate a two year rolling program for our Foundation subjects.

Our Curriculum, alongside our teaching and learning, is based upon the Cognitive Load Theory. Our approach is to ensure the working memory is able to process information and that learning is then stored in the long-term memory. Staff are aware of over-loading children with information and knowledge and instead focus on building schemas and ensuing understanding is gained and retained. We teach subjects as standalone and make cross-curricular links where relevant to deepen meaning. Underpinning our Curriculum work is the practice of Retrieval – children are given a range of opportunities and activities to recall key vocabulary from their learning to help develop their memory and build schemas. Through our knowledge-based Curriculum, our children develop in a variety of ways. Procedural knowledge is developed through skills – children knowing the process and working through it. Substantive knowledge is about developing a set of facts – this is where key words and dates come in and are used to spark a conversation and make links. These two combined develop Hinterland knowledge – the ability to be able to elaborate, embellish and discuss drawing on a range of facts, links and understanding. All of this then develops Core knowledge and it is this aspect that is retained in the long-term memory – what can be recalled at a later date?

Implementation

The knowledge aspect of our Curriculum comes through the key vocabulary for each topic/subject which can be seen in the table below.

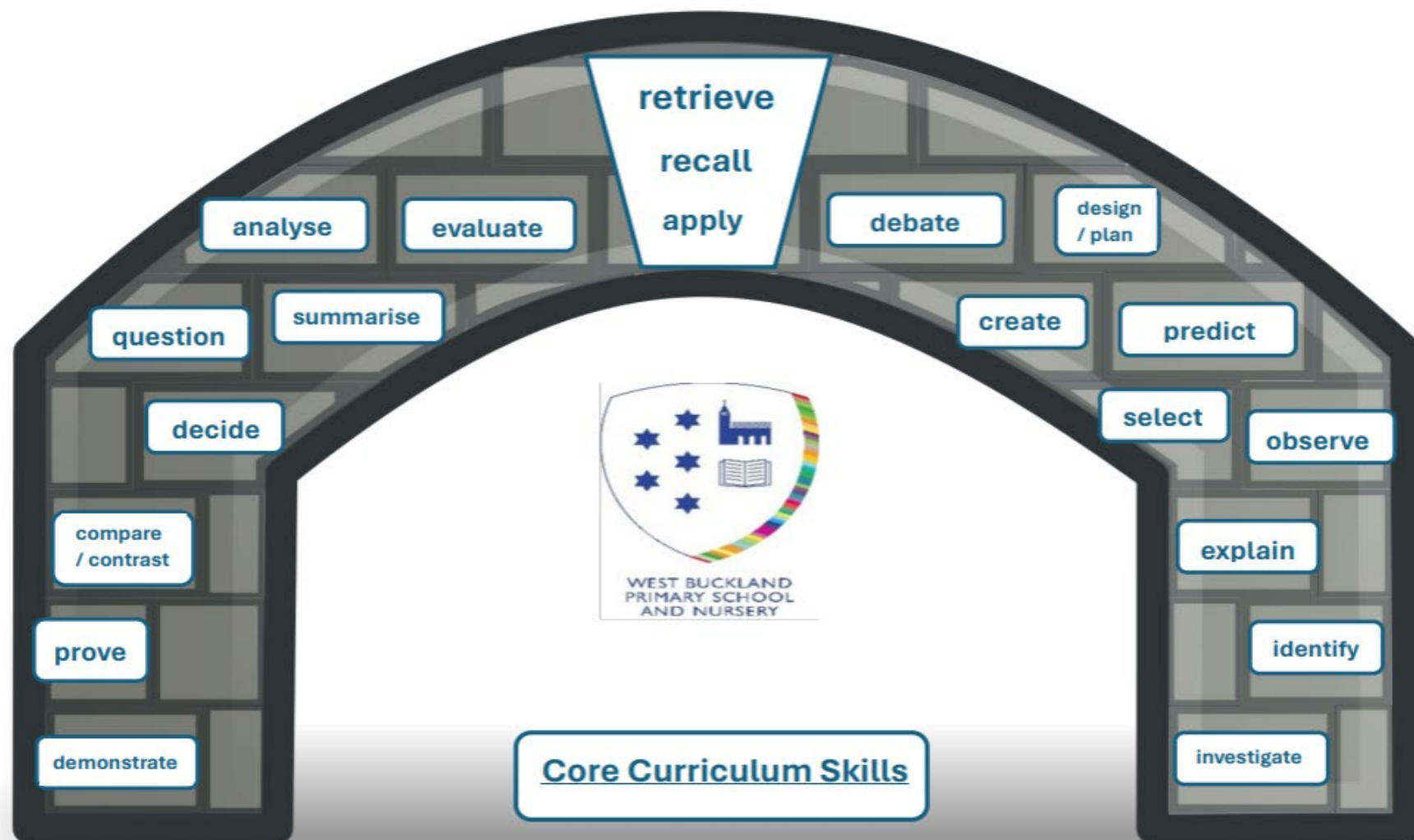
	Science	History	Geography	PE	Art	DT	Computing	PSHE	RE
Year A	Plants Roots, Petal, Flower, Stem, Evergreen, Deciduous Everyday materials Glass, Plastic, Wood, Metal, Rock, Liquid Animals & Humans Mammal, Carnivore, Herbivore, Omnivore, Amphibian, Reptile	Wellington Duke of Wellington, Wellington Monument, West Buckland Timelines & Changes Florence Nightingale, Red Cross, Crimean Nurse, past, present	My World: 7 continents, 5 oceans United Kingdom, Europe, Continent, Ocean, compare and contrast (to India) Map skills Aerial map, direction compass, symbol, key	<i>Using the Complete PE scheme</i> Team building Ball skills (hands & feet) Health & Wellbeing Creating games for understanding Ball skills (sticks and rackets) Gymnastics: pathways and linking	Drawing Landscape, quick Sketch, Cubism Colouring Gradual, darken, lighten, ombre Making/3D shininess, smoothness, toughness, sharpness, sculpture Pattern digital printing, shape, Clipart, Mondrian	Food – Ingredients, knead, raw, dough, recipe, farm, plant based Structure Construction, materials, structure, building, bridge (truss, suspension, beam, arch)	Mouse skills Logon, log-off, shut down, username, password Coding & Algorithms Algorithm, instruction, programme	<i>Following the 1Decision scheme</i> Keeping & Staying Safe Road safety, tying shoelaces Keeping & Staying Healthy Healthy eating, hand washing, teeth brushing Relationships Bullying, friendships, body	<i>Following the Somerset SACRE scheme</i> What do Christians believe about Jesus? What do Christians believe about God? What do Jewish people believe about God and the Covenant?

				Dance: explorers, Candy Shop	Painting outline, texture, fill, post- impressionist			language, touch Feeling & Emotions Jealousy, anger, worry	
--	--	--	--	------------------------------------	--	--	--	--	--

	Science	History	Geography	PE	Art	DT	Computing	PSHE	RE
Year B	<p>Living things & habitats Alive, Dead, Never alive, Air, Water, Food</p> <p>Animals & Humans Lifecycle, Offspring, Frog-spawn, Tadpole, Froglet</p> <p>Everyday materials</p>	<p>Great Fire of London 1666, Pudding Lane, Samuel Pepys, past, present, diary</p> <p>Kings & Queens Timeline, royal, monarch, King, Queen</p>	<p>Compare & contrast global weather News report, survival, weather symbols, hot place / cold place</p> <p>Map skills: OS symbols, physical features, human features,</p>	<p><i>Using the Complete PE scheme</i></p> <p>Team building</p> <p>Locomotion (running)</p> <p>Ball skills (hands & feet)</p> <p>Creating and playing games / Games for understanding</p>	<p>Drawing light, dark, observe, pointillism, shapes – Herve Tullet</p> <p>Colouring collections, curve, flow – Jason Pollock</p> <p>Making/3D overlay, overlap, Stain Glass Windows</p>	<p>Food – the Eatwell plate Protein, carbohydrates, dairy, fruit, vegetables, fats, sugars</p> <p>Mechanics – Toy Car Assemble, axel, mechanism, frame, wheel</p>	<p>What is a computer? Battery, keys, laptop, wires, mouse (pad)</p> <p>Word processing Type, font, bold, underline, italics,</p> <p>Debugging Scratch, error, bug, debug, loop</p>	<p><i>Following the 1Decision scheme</i></p> <p>Being Responsible Water, practice makes perfect, helping others, people in need</p> <p>Computer Safety</p>	<p><i>Following the Somerset SACRE scheme</i></p> <p>What do Jewish people believe about Torah?</p> <p>What do Christians believe about forgiveness?</p> <p>What do Christians believe about love? (Agape)</p>

	Squash, Twist, Bend, Fold, Stretch, Scratch, Break, Crack.		aerial view, symbols, Arctic, Antarctic, desert, contour lines.	Rackets, bats, balls and sticks Gymnastics: body parts, linking and pathways, wide and narrow Dance: growing, heroes explorers	Pattern Printing, repeated pattern – Paul Cézanne Digital Flowers / Animal – nature photography			Online bullying, staying safe Money Matters Pocket money Hazard Watch Eating and drinking, safe play	
--	--	--	--	---	--	--	--	--	--

The skills element to our Curriculum is a seven-year journey covering 20 core skills. These skills are evident through each topic we deliver and are developed in every year group. These can be seen on our graphic below.



Impact

The impact of our curriculum is children being able to use and explain their newly understood vocabulary in context. Each topic will end with a discussion about what children have now learnt, how this fits to previous and future learning and if all their questions and lines of enquiry have been answered. Skills are developed throughout the year, across subjects and over a child primary school journey. These skills will be key to accessing and succeeding within a topic, but also developing a life-long love of learning and desire to practice. These skills will often be used to produce a final piece or outcome. Our curriculum is monitored by the SLT through pupil voice, learning walks, book looks and lesson observations. The newly acquired knowledge sticks with children when it is learnt in a fun and engaging manner; children are immersed through the use of working walls, quizzes and practical activities. As well as knowledge and vocabulary acquisition, children develop a sense of self, belonging and community through our school values. We develop the whole, all round, child to actively contribute to the wider world.