



The Beckford Curriculum - A Guide for Parents in Year 1 – Summer 2021

Over the past year, we have been working on developing and improving our 'Beckford Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Summer term.

Intent - The Beckford Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

Beckford Values:

Last year, we worked with children, staff, parents and governors to develop our five core Beckford values, Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'Beckford Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research, exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: admin@beckford.camden.sch.uk

The Beckford Curriculum Team



The Values 2020-21

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships



The Beckford Curriculum Overview – Whole School Themes 2020-21

Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our Secret garden.	Carnival of Animals. Travellers.
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation





The Year 1 Beckford Curriculum Overview – 2020-21

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 1	Earth and Space	We are builders.	Heroes Our Secret garden.	Carnival of Animals. Travellers.
Subjects	History, Geography, DT, Art	History, Geography, DT, Art,	Geography, DT, Art, Phonics	History, Geography, DT, Art,
Science	Humans and the five senses Seasonal change	Materials Seasonal change	Healthy eating and cooking Seasonal change	Animals including humans Living things Seasonal change
Writing	Beegu Man on the Moon	The Three Little Pigs Instructions for making playdough	Supertato Fantastic First Poems Secret Sky Garden The Gigantic Turnip	The Lonely Beast, Jack and the Beanstalk Bean growth diary One Day on our Blue Planet
Maths	Numbers to 10 Addition and subtraction within 10 Shape and patterns	Numbers to 20 Addition and subtraction within 20	Time Exploring calculation strategies within 20 Numbers to 50 Addition and subtraction within 20 Fractions Measures: length and mass	Numbers 50 to 100 and beyond Addition and subtraction (applying strategies) Money Multiplication and division Measures: capacity and volume

Year 1 - Curriculum Objectives - Carnival of the Animals - Summer Term

Reading

- Apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading

Phonics

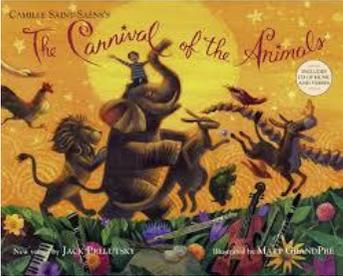
Recap phase 3 digraphs and phase 4 blends

- qu, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- cvcc, ccvc, ccvcc and cccvc words
- New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew, a-e, e-e, i-e, o-e, u-e

Maths

Numbers 50 to 100 and beyond	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in twos fives and tens. • count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • recognise the place value of each digit in a two-digit number (tens, ones) (Y2)
Addition and subtraction (Applying strategies and structures)	<ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers, including zero • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ • estimate to check answers
Money	<ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Multiplication and division	<ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • recognise, find and name a half as one of two equal parts of a quantity • recognise, find and name a quarter as one of four equal parts of a quantity
16. Measures (2): Capacity and volume	<ul style="list-style-type: none"> • compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • measure and begin to record the following: lengths and heights; mass/weight; capacity and volume

Writing	Key Writing Pieces	Teaching Points
	Animal Fact File To Inform	Join words and clauses using 'and'. To use and identify simple and appropriate nouns. Begin to use / name / identify adjectives. Begin to use descriptive language.
 <i>Talk for Writing</i>	Write own version of story with original characters/setting To Entertain	Joining words and clauses using <i>and</i> . Recognise and write grammatically correct simple phrases and sentences, showing some control of word order Sequences sentences to form short narratives.

Beckford Curriculum 2020-21 – Diversity					Year 1 – Carnival of the Animals	
					Essential Knowledge	
					<p>By the end of this unit children will know:</p> <p>I know the names, main body parts and diets of common animals.</p> <p>I know that animals can be grouped into fish, amphibian, reptile, bird, and mammals.</p> <p>I know where different animals come from and what they need to survive.</p> <p>I know how to create a simple code to perform a task.</p> <p>I know how to find where I live on a map and a globe.</p> <p>I know why Shabbat is important to Jewish people.</p>	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
Drama activity using Carnival of Animals music – in the hall.		<ul style="list-style-type: none"> • Virtual safari • Animals AR • Virtual tour of Natural History Museum 			Trip to Natural History Museum Trip to London Zoo Visit from Safari Par	Parade of animals – making costumes and masks in the hall for a whole YG event.

Summer 1st half		
Science	History	Geography
<p>Animals including Humans</p> <ul style="list-style-type: none"> -I can identify and name some animals. -I can describe and compare the main body parts of different animals. -I know about common animal's diets and can identify if they are herbivore, carnivore or omnivore. -I can group animals by their body parts and what they eat. -I can explain how I sorted the groups. -I am starting to recognise and use the words fish, amphibian, reptile, bird, and mammal when grouping animals. <p>Seasonal Change</p> <ul style="list-style-type: none"> -I can name the four seasons. -I can observe and record the changes in my environment over the seasons. -I can tell you what weather we have with each season. -I can see and describe how the length of the day changes with the seasons. 	<p>Geography focus for this half term</p>	<ul style="list-style-type: none"> -I can ask simple geographical questions e.g what is like to live in this place? -I can show where I live on a map (classroom map, globe). -I can describe seasonal weather changes
Computing	Art and Design	Design Technology
<ul style="list-style-type: none"> -I can create a simple program to perform a task. -I can use a technology to create. -I know how to get help if I need it when I am online - E-safety 	<ul style="list-style-type: none"> I can use artwork to record ideas, observations and experiences.L1 I can experiment with different materials to design and make products.L2 I can give my opinions when I look at art / craft or design work.L3 I can try out using different tools including using pencils, crayons, chalk or charcoal. T1 I can make structures by joining simple objects together. T2 I can make collages by cutting, gluing and trimming materials. T3 I can sort, cut and shape fabrics and try ways to join them together.T5 <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p>Art focus for this half term</p>

PE	Music	PSHE	RE
<p>Balls skills and Dodging games</p> <ul style="list-style-type: none"> • Throwing, catching, sending, receiving and stopping. • Ball skills, sending and receiving individually • Ball skills, sending and receiving in pairs (dodgeball). The skills are repeated from last week but children are now in pairs. • Bending and receiving a ball. • Applying ball skills in games 	<p>Carnival of the Animals (Classical Youtube) https://www.youtube.com/watch?v=k2RPKMJmSp0</p> <p>Listen: I can listen and identify different animals I can identify different instruments</p> <p>Musical activities: I can find the pulse, march in time with the pulse, choose an animal and find pulse I can play high and low notes to create an affect I can improvise using high and low notes to replicate animal sound</p> <p>Perform & Share: I can look back at the recorded performance and say how I felt during the performance</p> <p>In the groove Charanga (different styles inc funk, blues)</p> <p>Listen: I can find the pulse I can identify musical styles I can dance and move to the pulse</p> <p>Musical Activities: I can find the pulse, march in time with the pulse, choose an animal and find pulse I can clap rhythms, copy back the rhythms, clap the rhythm of my name over the track. I can clap and sing in time to the music I can sing in time together with class I can play accurately and in time as part of the performance playing C I can improvise using C. I can compose a simple melody using simple rhythms using C + D extended to E</p> <p>Perform & Share: I can look back at the recorded performance and say how I felt during the performance</p>	<p>RELATIONSHIPS EDUCATION</p> <p>1. CARING FRIENDSHIPS To identify the qualities of a good friend</p> <p>2 CARING FRIENDSHIPS To explain the importance of compliments</p> <p>3 RESPECTFUL RELATIONSHIPS To recognise positive qualities in themselves.</p> <p>4 RESPECTFUL RELATIONSHIPS To recognise achievements</p> <p>5 CARING FRIENDSHIPS To identify the qualities of a good friend.</p> <p>6 CARING FRIENDSHIPS To identify what to say to a new friend.</p>	<p>Judaism- Shabbat</p> <p>I can use the right names for things that are special to Jewish people during Shabbat.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p> <p>I can start to explain why Shabbat is important to Jewish children.</p> <p>I can explain how being a member of a religion influences people's behaviour.</p>

