



Wow Starter: Create a class mind map about things we know about France.

Final Event: Create pictures in the style of Claude Monet.

Knowledge and Understanding of the World

Geography

- (ge21) Ask and begin to respond to geographical questions.
- (ge22) Share their own views about people, places and their effect on environments.
- (ge23) Communicate in different ways using appropriate geographical vocabulary.
- (ge25) Use globes, maps and plans.
- (ge28) With support, describe and locate places.
- (ge29) Recognise how places have developed and how they have changed, making comparisons with other places in the world.
- (ge31) Make observations about where places are located and about other features in the environment.

History

- (hi11) Place events and objects in chronological order.
- (hi12) Use common words and phrases related to the passing of time.
- (hi13) Recognise why people did things, and why events happened.
- (hi14) Identify differences between ways of life at different times.
- (hi16) Observe and handle a range of sources of information to find out about the past.
- (hi17) Ask and answer questions about the past.
- (hi18) Select from their knowledge of history and communicate it in a variety of ways.

ICT

- (ic20) Be able to retrieve saved information.
- (ic21) Be able to enter and save information in a variety of ways.
- (ic22) To gather information from a variety of sources including basic databases.
- (ic23) To use text images and sound to develop and share ideas.
- (ic24) Confidently be able to use a mouse to select a variety of tools. Be able to select some information and make some changes.
- (ic27) Explore different ways of presenting and sharing work effectively.

RE - Learning About Religion

- (ra14) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- (ra18) Identify and suggest meanings for religious symbols and begin to use a range of religious words.

Personal, Social and Emotional Development

PSED Preparing to play an active role as citizens

- (pa12) Listen and respond in group discussions.
- (pa13) Express own views with increasing confidence.

PSED Developing a healthy, safer lifestyle

- (ph8) Make simple choices that improve their health and well being.
- (ph9) Maintain personal hygiene.
- (ph11) Understand rules for keeping safe in the environment (roads, railways, people, fire, water).
- (ph12) Make sensible choices (food, games, television, money).
- (ph13) To understand that all household products including medicines, can be harmful if not used properly.

RE - Learning From Religion

- (rf16) Reflect on and consider religious experiences such as praise and sadness.

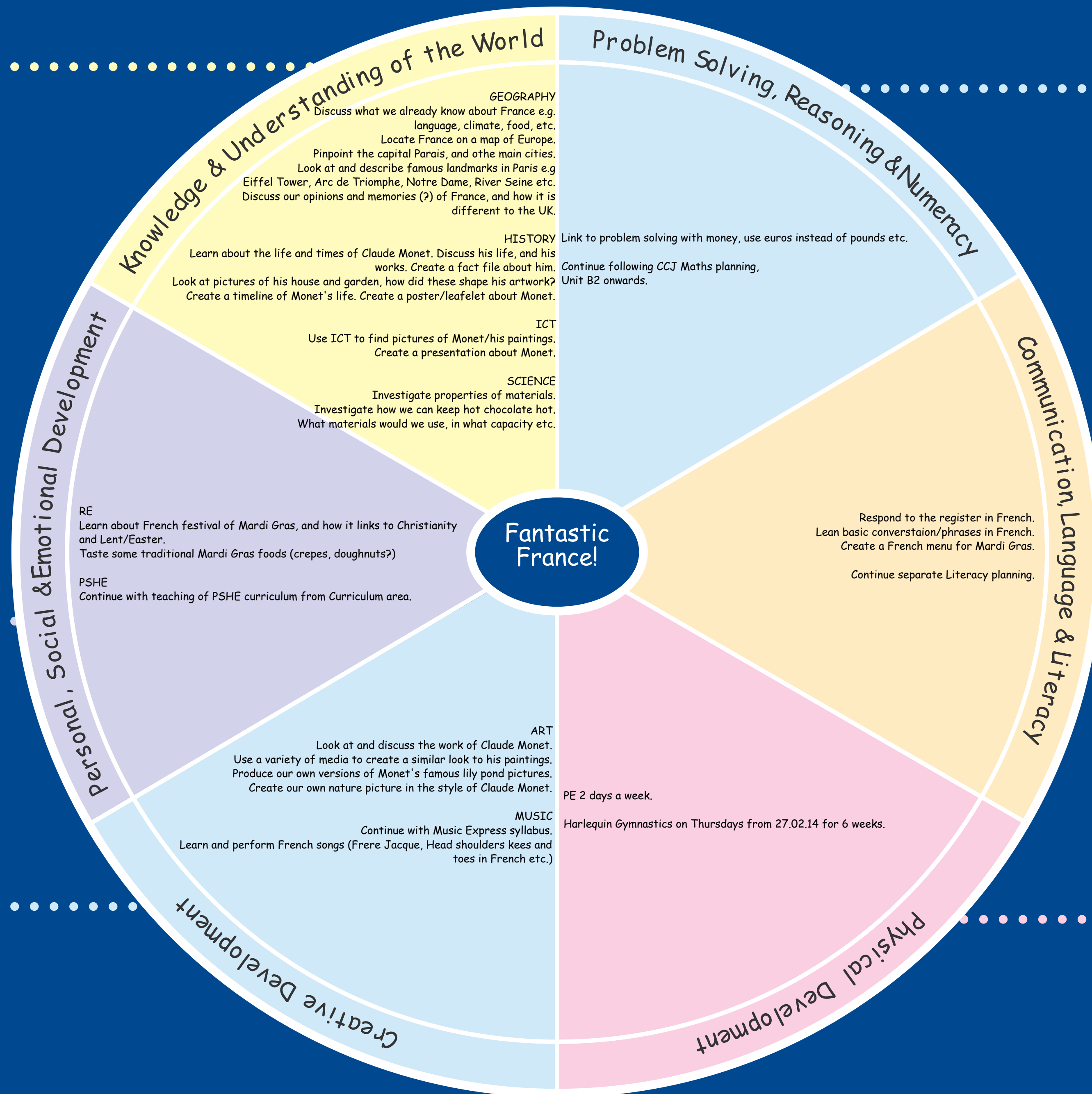
Creative Development

Art

- (ar11) Explore to a stimulus through the use of colour, texture and shape.
- (ar12) Investigate and use a variety of materials and techniques.
- (ar13) Comment on differences between their own and others' work.
- (ar14) Adapt and improve their own work.

Music

- (mu18) Begin to sing in tune.
- (mu19) Perform and accompany simple rhythmic patterns.
- (mu21) Use musical elements to create different moods and effects.
- (mu22) Improve their own work.
- (mu23) Recognise and explore how sounds can be organised.



Problem Solving, Reasoning & Numeracy

Communication, Language and Literacy

Physical Development

Essentials for Learning & Life

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

Fantastic France!

Overarching Dimensions

- Healthy Schools
- Global Dimension
- Sustainable Development
- Community Cohesion
- Enterprise

Art & design

KS1

Knowledge, skills and understanding

Exploring and developing ideas

- 1) Pupils should be taught to:
 - a. record from first-hand observation, experience and imagination, and explore ideas
 - b. ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

- 2) Pupils should be taught to:
 - a. investigate the possibilities of a range of materials and processes
 - b. try out tools and techniques and apply these to materials and processes, including drawing
 - c. represent observations, ideas and feelings, and design and make images and artefacts.

Evaluating and developing work

- 3) Pupils should be taught to:
 - a. review what they and others have done and say what they think and feel about it

Knowledge and understanding

- 4) Pupils should be taught about:
 - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
 - b. materials and processes used in making art, craft and design
 - c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

Breadth of study

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]
- b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c. using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]
- d. investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Geography

KS1

Knowledge, skills and understanding

Geographical enquiry and skills

- 1) In undertaking geographical enquiry, pupils should be taught to:
 - a. ask geographical questions [for example, 'What is it like to live in this place?']
 - c. express their own views about people, places and environments [for example, about litter in the school]
 - d. communicate in different ways [for example, in pictures, speech, writing].

Geographical enquiry and skills

- 2) In developing geographical skills, pupils should be taught to:
 - a. use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]

Knowledge and understanding of places

- 3) Pupils should be taught to:
 - a. identify and describe what places are like [for example, in terms of landscape, jobs, weather]
 - b. identify and describe where places are [for example, position on a map, whether they are on a river]
 - c. recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
 - d. recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
 - e. recognise how places are linked to other places in the world [for example, food from other countries].

Breadth of study

6) During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities:

- b. a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

7) In their study of localities, pupils should:

- a. study at a local scale

History

KS1

Knowledge, skills and understanding

Chronological understanding

- 1) Pupils should be taught to:
 - a. place events and objects in chronological order
 - b. use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

Knowledge and understanding of events, people and changes in the past

- 2) Pupils should be taught to:
 - a. recognise why people did things, why events happened and what happened as a result
 - b. identify differences between ways of life at different times.

Historical enquiry

- 4) Pupils should be taught:
 - a. how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]
 - b. to ask and answer questions about the past.

Organisation and communication

- 5) Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].

Breadth of study

- 6) During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:
 - a. changes in their own lives and the way of life of their family or others around them
 - b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
 - c. the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists]
 - d. past events from the history of Britain and the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].

ICT

KS1

Knowledge, skills and understanding

Finding things out

- 1) Pupils should be taught how to:
 - b. enter and store information in a variety of forms [for example, storing information in a prepared database, saving work]
 - c. retrieve information that has been stored [for example, using a CD-ROM, loading saved work].

Developing ideas and making things happen

- 2) Pupils should be taught:
 - a. to use text, tables, images and sound to develop their ideas
 - b. how to select from and add to information they have retrieved for particular purposes

Exchanging and sharing information

- 3) Pupils should be taught:
 - b. to present their completed work effectively [for example, for public display].

Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. working with a range of information to investigate the different ways it can be presented [for example, information about the Sun presented as a poem, picture or sound pattern]

Music

KS1

Knowledge, skills and understanding

Controlling sounds through singing and playing - performing skills

- 1) Pupils should be taught to:
 - a. use their voices expressively by singing songs and speaking chants and rhymes
 - b. play tuned and untuned instruments
 - c. rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

Responding and reviewing - appraising skills

- 3) Pupils should be taught how to:
 - a. explore and express their ideas and feelings about music using movement, dance and expressive and musical language
 - b. make improvements to their own work.

Listening, and applying knowledge and understanding

- 4) Pupils should be taught:
 - b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]
 - d. how music is used for particular purposes [for example, for dance, as a lullaby].

Breadth of study

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. a range of musical activities that integrate performing, composing and appraising
- d. a range of live and recorded music from different times and cultures.

PSHE

KS1

Knowledge, skills and understanding

Preparing to play an active role as citizens

- 2) Pupils should be taught:
 - a. to take part in discussions with one other person and the whole class
 - h. to contribute to the life of the class and school

Developing a healthy, safer lifestyle

- 3) Pupils should be taught:
 - a. how to make simple choices that improve their health and well-being
 - b. to maintain personal hygiene
 - f. that all household products, including medicines, can be harmful if not used properly

Breadth of study

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save mone

Religious Education

KS1

Knowledge, skills and understanding

Learning about religion

- 1) Pupils should be taught to:
 - c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

Learning from religion

- 2) Pupils should be taught to:
 - a. reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness

