



Charter Curriculum - September 2018

Year 1

English	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to your own opinion. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing and writing. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. ➤ <u>Article 28</u>- You have the right to good quality education. ➤ <u>Article 29</u>- Your education should help you use and develop your talents. 		
	Statutory Requirement Objectives	Greater Depth Objectives	Reference
<u>Reading - Word</u> (Decoding)	Apply phonic knowledge and skills as the route to decode words.	Pupil can decode words, applying phonic knowledge confidently when they encounter any new word.	Rising Stars - page 1 - 2 Letters and Sounds phase 4 and 5 TTEducation progression in Reading Year 1.
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent for all of the 40+ letters/groups for 40+ phonemes in a range of contexts.	
	Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught.	Pupil can read fluently and accurately blend taught GPS at Phase 5 or equivalent and beyond.	
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Pupil can automatically read all common exception words at Phase 5 L&S or equivalent.	
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Pupil can automatically read all common suffixes listed in Appendix 1 in a range of contexts.	
	Read other words of more than one syllable that contain taught GPCs.	Pupil can confidently and consistently read all multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent.	



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	Read words with contractions: e.g. <i>I'm, I'll, we'll</i> , and understand that the apostrophe represents the omitted letter(s)	Pupil automatically reads contractions and words with apostrophes to represent omitted letters.	
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Pupil can read aloud with fluency phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent).	
	Re-read these books to build up their fluency and confidence in word reading.	Assessments will be made from all points.	
		Revise and consolidate the GPCs and the common exception words.	National curriculum: Page 20
		Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already.	
<u>Reading - Comprehension</u> (Range of Reading)	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		
	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Pupil can listen for a sustained period of time to longer poems, stories and non-fiction. Confidently contributes a number of relevant ideas to discussion: e.g. <i>This story has a talking pig and that's like the three little pigs story because they can talk to each other and to the wolf, too.</i>	Rising Stars - page 3 - 4 TTEducation progression in reading Year 1 - Comprehension
Link what they read or hear read to their own experiences.	Pupil can begin to identify detailed similarities and differences between their own experience and that of story characters.		
(Familiarity with texts)	Become very familiar with key stories, fairy stories and traditional tales, retelling them	Pupil can consistently recall features of age-appropriate key stories, fairy stories and traditional tales, retelling in order with detail	



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	and considering their particular characteristics.	and story language and identifying most characteristics.	
	Recognising and joining in with predictable phrases.	Pupil quickly identifies the predictable phrases in a text and almost always joins in with saying them aloud with the class.	
(Poetry and Performance)	Learning to appreciate rhymes and poems, and to recite some by heart.	Pupil demonstrates much enthusiasm for listening and responding to rhymes and poems. Almost always join in with reciting some by heart.	
(Word meanings)	Discussing word meanings, linking new meanings to those already known.	Pupil can nearly always draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain clearly the link they have noticed.	
(Understanding)	Understand both the books they can already read accurately and fluently and those they listen to by:		
	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Pupil can confidently answer 'how' and 'why' questions about what they have read and find basic information.	Rising Stars - page 5 TTEducation progression in reading Year 1
	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Pupil can nearly always check that the text makes sense to them as they read and immediately self-corrects inaccurate reading.	
(Inference)	Discussing the significance of the title and events.	Pupil can discuss the link between events and the text title including some specific examples from the text to support their viewpoint.	Rising Stars - page 5 - 6 TTEducation progression in reading Year 1
	Making inferences on the basis of what is being said and done.	Pupil can demonstrate simple, plausible inference about events and information, sometimes using evidence from text, such as how a character is feeling, what makes a plant grow: e.g. <i>Mr Gumpy could be cross because his boat tipped over but</i>	



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		<i>I know he isn't because they all go back and have tea at his house and he says they can have a ride another day, too.'</i>	
(Prediction)	Predicting what might happen on the basis of what has been read so far.	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: e.g. <i>I think Mr Gumpy's boat will sink because there are eight animals and</i>	
(Discussing reading)	Participate in discussion about what is read to them, taking turns and listening to what others say.	Pupil can listen for a sustained period of time to poems, stories and non-fiction. Pupil confidently contributes a number of ideas to discussion, remembering all the significant events and most of the key information. They always follow the agreed class rules for effective discussion.	Rising Stars page 7 TTEducation progression in reading Year 1 National curriculum - notes and guidance page 22.
	Explain clearly their understanding of what is read to them.	Pupil can express views about events or characters in the story and explain confidently and clearly their understanding of what is read to them, expanding their initial ideas in response to questions and/or what has been said: e.g. <i>Mr Gumpy gives them all tea at his house and invites them to come for a ride another day, too. He doesn't seem to be a person who gets cross much.</i>	
<u>Writing - Transcription</u> (Phonics and whole word spelling)	Spell words containing each of the 40+ phonemes already taught.	Pupil can consistently correctly spell high-frequency words at L&S Phase 5 level or equivalent.	National Curriculum page 22 - 23
	Spell common exception words.	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.	Rising stars page 8 - 10



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	Spell the days of the week.	Pupil can confidently and quickly spell days of week correctly.	National Curriculum Notes and Guidance: year 1 page 23
	Naming the letters of the alphabet in order.	Pupil can say letters in alphabetical order confidently, starting with any letter.	
	Using letter names to distinguish between alternative spellings of the same sound.	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound.	
(Other word building spelling)	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	Pupil consistently and confidently uses the spelling rule.	National Curriculum page 22 - 23 Rising stars page 10 TTEducation Progression in Writing Skills Year 1
	Add prefixes and suffixes using the prefix un-	Pupil consistently and confidently uses the prefix un- in own writing.	
	Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. <i>helping, helped, helper, eating, quicker, quickest.</i>	Pupil can consistently and confidently use suffixes -ing, -ed, -er and -est in own writing	
(Transcription)	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Pupil can confidently and quickly write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.	
<u>Handwriting</u>	Sit correctly at a table, holding a pencil comfortably and correctly.	Pupil almost always sits correctly at a table and always holds the pencil using the correct grip in preferred hand.	
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	All letters are correctly, confidently and quickly formed.	
	Form capital letters.	Pupil can confidently and quickly correctly form all capital letters.	



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	Form digits 0-9.	Pupil can independently write all digits 0-9, all of which are correctly formed.	National Curriculum Notes and Guidance: year 1 page 23
	Understand which letters belong to which handwriting 'families' (i.e. <i>letters that are formed in similar ways</i>) and to practise these.	Pupil can correctly identify all handwriting families and sort all letters into them, using this knowledge to remember correct letter formation when writing.	
<u>Writing - Composition</u> (Planning and drafting writing)	Write sentences by: saying out loud what they are going to write about.	Pupil can almost always decide on a topic for writing and say what they will write about.	National Curriculum page 24 - 25
	Write sentences by: composing a sentence orally before writing it.	Pupil can quickly and confidently compose a sentence orally ready to replicate it in writing.	Rising stars page 11 - 12
	Write sentences by: sequencing sentences to form short narratives.	Ideas are developed in a sequence of sentences.	TTEducation Progression in Writing Skills Year 1
	Write sentences by: re-reading what they have written to check that it makes sense.	Pupil confidently and consistently re-reads what they have written to check that it makes sense and knows what to do to correct it if it does not.	National Curriculum Notes and Guidance: year 1 page 25
(Editing writing)	Discuss what they have written with the teacher or other pupils.	Pupil can make several relevant points in discussion with teacher about what they have written.	
(Performing writing)	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupil can independently and consistently read aloud clearly enough to be heard by their peers and teacher.	
<u>Vocabulary, grammar and punctuation</u> (Vocabulary)	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words.	Pupil can almost always leave spaces between words.	National Curriculum page 25
(Grammar)	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using <i>and</i> .	Confidently and correctly uses 'and' in lists and to join clauses, and is beginning to use other conjunctions e.g. <i>if, so, but, because, when</i> independently to join clauses.	Rising stars page 1
			TTEducation Progression in Writing Skills Year 1



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(Punctuation)	Capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing and may be beginning to experiment with commas.	National Curriculum Notes and Guidance: year 1 page 25
<u>Genre and style</u>	<p><u>Narrative:</u> Traditional and fairy tales, stories with predictable and patterned language, stories about fantasy worlds, stories with familiar settings, character and setting descriptions.</p> <p><u>Non-fiction:</u> instructions, labels, lists, captions, letters, information texts, dictionary work, invitations, diary linked to Science, instructions linked to ICT, persuasive, recounts.</p> <p><u>Poetry:</u> Poems on a theme, using the senses, pattern and rhyme.</p>		
<u>Spoken Language</u>	<u>Statutory terminology:</u> Letter Capital letter Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	<u>Non-statutory terminology:</u> Joining word Punctuation	
Mathematics	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. 		



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	<ul style="list-style-type: none"> ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 			
<u>Number - Place Value</u>	Count to and across 100, forwards and backwards. Beginning with 0 or 1, or from any given number.	Pupils practise ordering.	Teaching Mastery Year 1 - Pg.9-12 Rising Stars Framework Year 1 Pg.1-2 A guide to Mathematical Vocabulary Year 1	
	Count, read, write numbers to 100 in numerals; count in multiples of twos, fives and tens.	Pupils should demonstrate one to one correspondence, cardinality and conservation of number.		
	Identify one more / one less than any given number.	Solve simple concrete problems until they are fluent.		
	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.	Counting in 2's, 5's and 10's from different multiples to develop recognition of patterns in the number system.		
	Read and write numbers from 1 to 20 in numerals and words.	To know odd and even numbers.		
		Children have varied and frequent practise through increasingly complex questions.		
They recognise and create repeating patterns with objects and shapes.				
	Pupils may be able to carry out certain procedures and answer questions but the teacher will need to check that pupils really understand the idea by asking questions such as			



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		'Why?' 'What happens if...?' and checking that pupils can use the procedures or skills to solve a variety of problems.	
<u>Number - Place Value Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Numbers to 100 and beyond, units, ones, tens, digit, 'teens' number, exchange, fewer, most, least, first...second...eleventh, twelfth, twentieth, half-way between, roughly, count on in twos...fives...tens, odd and even, forwards, backwards, repeating pattern, number line, number square, number track.		
<u>Number - Addition and Subtraction</u>	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Pupils memorise and reason with number bonds to 10 and 20 in additive and subtractive forms.	Teaching Mastery Year 1- pg. 13-16
	Represent and use number bonds and related subtraction facts within 20.	Realise the effects of adding or subtracting zero.	Rising Stars Framework Year 1 Pg.3-4
	Add and subtract one-digit and two-digit numbers to 20, including 0.	Recognise that addition and subtraction are related operations.	A guide to Mathematical Vocabulary Year 1
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	Combine and increase numbers, counting forwards and backwards.	
		Discuss and solve problems in familiar practical contexts using different quantities.	
	Children should be able to solve problems that include terms such as, put together, add, altogether, total, take away, distance between, distance between, difference between, more than and less than.		
	Pupils use operations flexibly.		
<u>Number - Addition and</u>	Each Year, consolidate vocabulary from previous years and introduce the following: +add, plus, total, - take away, subtract, minus, difference between, How Much less is ...?, = equal to, sign, operation, number bond, put together, more than, less than, number sentence, number fact.		



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<u>Subtraction Vocabulary</u>			
<u>Number - Multiplication and Division</u>	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.	Group and share small quantities.	Teaching Mastery Year 1- pg.17-18 Rising Stars Framework Year 1 Pg.4 A guide to Mathematical Vocabulary Year 1
		Pupils begin to understand multiplication and division, doubling numbers and quantities, and finding simple fractions of objects, numbers and quantities.	
		Make connections between arrays, number patterns and counting in twos, fives and tens.	
		Draw an array to represent multiplication.	
<u>Number - Multiplication and Division Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Equal to, multiple, share, sharing, group, grouping array.		
<u>Number - Fractions</u>	Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.	Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities.	Teaching Mastery Year 1- pg.17-21 Rising Stars Framework Year 1 Pg.5 A guide to Mathematical Vocabulary Year 1
	Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	Find half a length, a quantity, a set of objects or shape.	
		Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.	
<u>Number Fractions Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Fraction, half, halve, quarter, whole.		



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<u>Measurement</u>	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] time [for example, quicker, slower, earlier, later]	The pairs of terms: Mass and weight, volume and capacity, are used interchangeably at this stage.	Teaching Mastery Year 1-pg. 22-27 Rising Stars Framework Year-1 Pg.6-8 A guide to Mathematical Vocabulary Year 1
	Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example; counting) and continuous (for example, liquid) measurement, to using manageable common standard units.	
	Recognise and know the value of different denominations of coins and notes.	Use standard units to measure length, capacity and weight, estimating before doing so to develop their intuitive grasp of how long, big/heavy things are.	
	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Pupils use measuring tools such as a ruler, weighing scales and containers.	
	Recognise and use language relating to dates, including days of the week, weeks, months and years.	Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.	
		The pupil can combine two ideas of time.	



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	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Can solve problems relating to different types of measurement including money. Can solve problems using a balance.	
<u>Measurement Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Names of coins, roughly, length, width, height, mass/weight (used interchangeably), Capacity/volume (used interchangeably), line, metre, ruler, meter stick, weighing scale, container, spring, summer, autumn, winter, month, year, weekend, midnight, fast, faster, fastest, half past, How long ago...?, How long will it be to...? How long will it take to...?, how often...?, always, never, sometimes, usually, once, twice.		
<u>Geometry - Properties of Shapes</u>	Recognise and name common 2-D and 3-D shapes.	Can describe what is the same and what is different about a shape.	Teaching Mastery Year 1-pg. 27-29
	2-D shapes [for example, rectangles (including squares), circles and triangles]	Sort 2-D and 3-D shapes and name them correctly.	Rising Stars Framework Year-1 Pg.9-10
	3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.	A guide to Mathematical Vocabulary Year 1
<u>Properties of Shapes Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Point, pointed, cuboid, cylinder, sort, set.		
<u>Geometry - Position and Direction</u>	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	Teaching Mastery Year 1-pg. 27-29
		Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	Rising Stars Framework Year-1 Pg.9-10 A guide to Mathematical Vocabulary Year 1



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		Write a series of instructions using, left, right, quarter turns either clockwise or anti-clockwise.	
		Make up and extend own sequence and extend it, describing the rule they are following.	
<u>Geometry - position and direction vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Underneath, centre, journey, turn, whole turn, half turn, quarter turn, three quarter turn, clock wise, anti-clockwise, position, direction.		
<u>Statistics</u>			
<u>Mental Maths</u>	<u>Rapid recall</u> All pairs of numbers with a total to 10 e.g. 3+7 • Addition and subtraction facts for all numbers to any number to 10. • Addition doubles of all numbers to at least 10+10 • Halving facts of even numbers to 20. • One and two more/ less than any number up to 100. • 10 more/less of multiples of 10	<u>Mental strategies</u> Count on or back in ones, twos, fives and tens • Reorder numbers in calculation • Begin to bridge through 10, and later 20, when adding a single-digit number • Use known number facts and place value to add or subtract pairs of single-digit numbers • Add 9 to single-digit numbers by adding 10 then subtracting 1 • Subtract 9 by subtracting 10 then adding 1 • Identify near doubles using doubles already know	<u>Mental calculations</u> Add or subtract a single digit to or from a single digit , without crossing 10 e.g. 4 + 5 , 8-3 • Add or subtract a single digit to or from 10 • Add or subtract a single digit to or from a 'teens' number, without crossing 20 or 10 e.g. 13 + 5, 17 - 3 • Double of all numbers to 10 e.g. 8+8, double 6
			<u>Times tables</u> Count in tens forwards and backwards to 150 • Count forwards and backwards in 2's to 50 (count on and back in 2s from odd and even numbers) • Count forwards in 5's to 100 • Begin to count in 3's



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		• Use patterns of similar calculations		
Science	<ul style="list-style-type: none"> ➤ <u>Article 17</u>- The right to reliable information from a variety of sources. ➤ <u>Article 24</u>- Every child has the right to the best possible health. ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 			
<u>Working Scientifically</u>	Asking simple questions and recognising that they can be answered in different ways.	Pupils can ask simple questions that can be tested.	Rising Stars Progression Frameworks, Science Year 1 P.1-7. Primary National Curriculum P.147-153.	
	Observing closely, using simple equipment.	Pupil can examine carefully, e.g. using a hand lens.		
	Performing simple tests.	Pupil can conduct simple tests.		
	Identifying and classifying.			
	Using their observations and ideas to suggest answers to questions.	Pupil can suggest different ways of answering a question.		
	Gathering and recording data to help in answering questions.	Pupil can, with assistance, draw and label diagrams.		
		Pupil can identify and group key outcomes from an enquiry.		
Pupil can collect data relevant to the answering of questions.				
<u>Plants</u>	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Identify and notice similarities between various local plants.		
	Identify and describe the basic structure of a variety of common flowering plants, including trees.	Identify and notice similarities in the structure of various local plants.		



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<u>Animals including humans</u>	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Identify the common features of the main group of vertebrates.
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore.
	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Compare key features of familiar and unfamiliar animals.
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Suggest how the senses are used in an activity such as eating.
<u>Everyday Materials</u>	Distinguish between an object and the material from which it is made.	Compare the same object made from different materials in terms of its effectiveness.
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Identify typical uses of a range of materials.
	Describe the simple physical properties of a variety of everyday materials.	Compare the physical properties of different everyday materials.
	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Use simple physical properties to suggest classification of materials.
<u>Seasonal Changes</u>	Observe changes across the four seasons.	Recognise changes within seasons as well as between seasons.
	Observe and describe weather associated with the seasons and how day length varies.	Make and test predictions relating to changing day length and weather patterns.
Art and Design	<ul style="list-style-type: none"> ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 	



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	<p>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>		
	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Artist e.g. Paul Klee</p>	<p>Develop greater control in their use of drawing materials.</p>	
	<p>Use a range of materials creatively to design and make products.</p>	<p>Experiment, try out and develop ideas.</p>	
<p>Computing</p>	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<p><u>Computer Science- Programming & Coding</u></p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>The child can appreciate that programming a digital device involves commands in a formal language. The child can show some understanding of Bee bot instructions being taken from a very specific, clearly defined language, in which each command produces a certain, predictable output. There should be some sense of the child developing an understanding of a programming</p>	<p>Knowsley- Crazy creatures</p>



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		language as a way in which people can give commands to digital devices.	
<u>Computer Science- Programming & Coding</u>	Create and debug simple programs.	The child can give a sequence of instructions to a floor turtle, correcting mistakes. The child can run programs on a Bee Bot as a quite lengthy sequence of instructions. The child can work out where bugs are in their program , reset the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Blue Bot app.	Knowsley- Crazy creatures
<u>Computer Science- Programming & Coding</u>	Use logical reasoning to predict the behaviour of simple programs.	The child can give logical explanations for what they think a program will do. The child should be able to give carefully reasoned explanations of what a program will do under given circumstances, including some attempt at explaining why it does what it does. The program could be one they themselves have written or it could be a computer game or a familiar piece of software .	Knowsley- Walking with dinosaurs
<u>Digital Literacy- Safety & Security</u>	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	The child can keep safe and show respect to others while using digital technology. The child can understand that they need to keep safe when using digital technology. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission.	Knowsley- Digital Citizenship & Technology



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		<p>The child can start to understand what information about themselves should be kept private. The child should understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who the child (or their parents) would trust.</p> <p>The child can understand what to do if they have concerns about content or contact online.</p> <p>The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to ChildLine about this.</p>	
<p><u>Computer Science- Understanding networks</u></p>	<p>Recognise common uses of information technology beyond school.</p>	<p>The child can show an awareness of how IT is used for a range of purposes beyond school.</p> <p>The child can name a number of purposes for which IT is used beyond school.</p>	<p>Cross curricular</p>
<p><u>Creative Technology- Communication & Collaboration Digital content: multimedia</u></p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>The child can use a range of digital technologies to store, access and organise digital content.</p> <p>Typically, they can use a laptop computer, tablet or smartphone to help organise content, such as by moving this between one document and another or by moving content within the file system or on a document. Projects might include</p>	<p>Knowsley- App attack Pictures tell a thousand words Young Investigators</p>



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<u>Digital Literacy- Digital Research</u>		videoing one another cooking, developing an e-book or an audio book, creating a greetings card. The child can create and edit their own original digital content using a range of technologies.	
Design and Technology	<ul style="list-style-type: none"> ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<u>Design</u>	Design purposeful, functional, appealing products for themselves.	Explore purpose of variety of products. Be able to say what their design has to do.	Suggestions: Design a house linked to English work e.g. 3 Bears house.
	Generate, develop, model and communicate their ideas through talking, drawing and templates.	Add features to their design using appropriate materials and techniques.	
<u>Make</u>	Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).	Independently choose appropriate equipment and tools.	Puppets/purse/sun glasses case using textiles. Marking, cutting out and joining materials.
		Identifies appropriate ways of joining.	
		Cut fabric independently.	
<u>Evaluate</u>	Explore and evaluate a range of existing products.	State which product they like giving a reason.	
		Identify what they have changed referring to their design.	
		Select materials most appropriate for the purpose of product.	
	Evaluate their ideas and products against design criteria.	Able to identify how well their product works in relation to their design.	
<u>Technical knowledge</u>	Build structures, exploring how they can be made stronger, stiffer and more stable.	From given materials can recognise combining some materials makes them stronger.	



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<u>Cooking & Nutrition</u>	Use the basic principles of a healthy and varied diet to prepare dishes.	Identifies foods that are healthy and unhealthy.		Fruit salad Smoothies Bread
	Understand where food comes from.	State where some fruit and vegetables come from e.g. potatoes grown in the ground, apples on a tree.		
Geography	<ul style="list-style-type: none"> ➤ <u>Article 17</u>- The right to reliable information from a variety of sources. ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 			
<u>Topics</u>	Fieldwork - the geography of the school and grounds.	Use aerial photos and devise a simple map and key of Chippenham.	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.	Identify seasonal and daily weather patterns in the UK.
<u>Locational Knowledge</u>	Name and locate the world's seven continents and five oceans.	The children can know the relative locations of the continents and oceans to the equator and North and South Poles.		
<u>Place Knowledge</u>	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.	<p>The child can make observations about, and describe the local area and its physical and human geography, and suggest how they are connected.</p> <p>The child can confidently describe the physical and human geography of a distant place.</p> <p>The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so.</p>		



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<u>Human and Physical Geography</u>	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the North and South Poles.	The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.
	Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	The child can recognise different natural environments and describe them using a range of key vocabulary.
	Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	The child can identify different human environments, such as the local area and contrasting settlements such as a village and a city. The child can describe their features and some activities that occur there using key vocabulary.
<u>Geographical Skills and Fieldwork</u>	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.	The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding areas.
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	The child can describe a journey on a map of the local area locating features and landmarks seen on the journey.



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	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks.	
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	The child can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map.	
History	<ul style="list-style-type: none"> ➤ <u>Article 8</u>- You have the right to an identity - an official record of who you are. No one should take this away from you. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. ➤ <u>Article 38</u>- You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war. 		
<u>Change and Development</u>	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Suggested topic: Changes in technology, introduction of computers, modern inventions or space travel development.</p>		
	Identify similarities and differences between ways of life in different periods. (within living memory)	Identify independently a range of similarities, differences and changes within a specific time period.	Rising Stars Progression Guidance KS1
	Develop an awareness of the past.	Understand securely and use a wide range of time terms.	



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	Know some of the ways in which they find out about the past.	Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.	
	Answer questions.	Produce answers to a few historical enquiries using historical terminology.	
<u>Cause and Effect</u>	Significant historical events, people and places in their own locality. Suggested topic: Brunel or King Alfred.		
	Choose and use parts of stories to show that they know key features of events.	Identify a few relevant causes and effects for some of the main events covered.	Rising Stars Progression Guidance KS1
	Begin to know where people and events fit within a chronological framework.	Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.	
	Understand some of the ways in which the past is represented.	Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.	
	Ask questions. Use vocabulary of everyday historical terms.	Plan questions for historical enquiries using historical terminology.	
Languages	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others. ➤ <u>Article 28</u>- You have the right to good quality education ➤ <u>Article 29</u>- Your education should help you use and develop your talents. ➤ <u>Article 30</u>- You have the right to practice your own culture, language and religion. 		
<u>Speaking and Listening</u>	Listen carefully to my teacher and give a non-verbal response, e.g. waving in response to 'Bonjour'.		This is what languages looks like at Charter.



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	Say when two words rhyme in a rhyme, song or story, e.g 'branche' and 'blanche' in Deux Petits Oiseaux.		(Little Languages Scheme)
	Enjoy learning a language and respond positively to hearing new vocabulary.		
	Say words after they have heard the teacher say them.		
	Listen to the teacher using correct and accurate pronunciation of words and attempt to copy this.		
	Tell people their name, e.g. Je m'appelle...		
<u>Reading and Writing</u>	Listen to songs and rhymes that are already familiar to pupils but in a different language, e.g. Brille, brille, petite étoile (Twinkle, Twinkle, Little Star)		
<u>Intercultural Understanding</u>	Know that some countries are different to my own and can identify in what way, e.g. they wear different clothes.		
Music	<ul style="list-style-type: none"> ➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, by drawing, by writing or in any other way unless it harms or offends other people. ➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Pupils can sing songs in unison then move on to simple rounds in two parts when songs are secure. Pupils can begin to add simple dynamics to their singing (get louder or quieter).	KS1 Christmas show Whole school singing (weekly)



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	Play untuned instruments musically	Know the names of various un-tuned percussion instruments and how to hold and play them correctly Eg: claves, bells, triangles, maracas, Indian bells.	
	Listen with concentration and understanding to a range of high-quality live and recorded music.	Children can listen for increasingly longer periods of time. Can they recognise what instruments are playing?	Short examples in 'Music Express Year 1'
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Provide opportunities for children to compose music Eg: combine instruments to make the sounds of different types of transport/support story telling activities Eg: Three Little Pigs Select appropriate instruments for particular sounds.	
Physical Education	<ul style="list-style-type: none"> ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being. ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u> You have the right to good quality education ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.	Play games involving running, jumping, throwing and catching.	REAL PE peprimary.co.uk imoves.com
	Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Develop a range of basic travelling skills, using hands and feet, jumping, rolling, hanging, swinging and climbing. Explore movement concepts such as shape, speed and direction. Explore, choose and link actions in short movement phrases on floor and apparatus.	REAL PE REAL GYM peprimary.co.uk imoves.com



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	Participate in team games, developing simple tactics for attacking and defending.	Demonstrate attacking and defending skills in a variety of team games. Develop an awareness of travelling in spaces. Develop control and accuracy when travelling with, sending and receiving a ball and other objects. Develop their ability to play simple, competitive games with a partner.	REAL PE peprimary.co.uk imoves.com
	Perform dances using simple movement patterns.	Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement phrases to make simple dances with clear beginnings, middles and ends.	REAL PE peprimary.co.uk imoves.com
Religious Education	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
AT1	To learn to retell the Christian Creation story.	To compare a range of creation stories.	Discovery RE



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	Humanism - To learn the humanist approach to how the world and life began.	To make comparisons between religious and secular beliefs about the beginning of the world and life.	AUTUMN 1 Christianity The creation story Humanism
	To explore how the Christian Creation story influences how Christians behave towards nature and the environment.	To explore how creation stories affect different cultures.	
	To reflect on the Christmas Story.	To understand symbolism within the Christmas Story	Discovery RE AUTUMN 2 Christianity Christmas
	To decide what gifts would be meaningful for Jesus.	To understand the relationship between the giving and receiving of gifts.	
	To consider whether belief in God makes people want to take better care of the world.	To begin to understand our role in being caretakers of the world.	
	To learn to identify when it is easy and difficult to show friendship.	To express ideas for overcoming times of difficulty within friendships.	Discovery RE SPRING 1 Christianity Jesus as a friend
	To explore when friendship may have been difficult for Jesus.	To use simple scripture to support their statement of understanding.	
	To know how Jesus's welcome on Palm Sunday demonstrates that He is special for Christians.	To understand how actions can be a demonstration of meaning.	Discovery RE SPRING 2 Christianity Easter - Palm Sunday
	To ask why religious celebrations are important to people.	To become familiar with practices and meaning of Shabbat, and why it is important to Jewish children.	Discovery RE SUMMER 1 Judaism Shabbat
	To understand that religious celebrations are important to families and communities. Shabbat.	To become familiar with practices and meaning of Chanukah.	Discovery RE SUMMER 2 Judaism



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	To know why Rosh Hashanah and Yom Kippur are important to Jewish children	To compare the importance of Rosh Hashanah and Yom Kippur to important times in their own lives.	Chanukah, Rosh Hashanah and Yom Kippur
<u>AT2</u>	To learn that some people think that science can give explanations about the world around us.	To learn that some people think that science can give meaning and explanations about the world around us.	Discovery RE
	To consider their own values and what they are committed to.	To explore Christian values and how they affect a Christian's commitment.	
	To understand the importance of belonging.	To understand their role in making people feel that they belong.	
	To consider how tradition affects their lives.	To further understand the role of traditions within diverse communities.	
	To think about how their own actions affect those around them.	To explore the meaning of actions within scripture.	
	To consider the concept of 'truth,' in their own lives.	To consider the concept of 'truth,' in relation to religious scripture.	
	To identify areas of diversity within their own family and community.	To consider similarities and differences within their own family and community.	
PSHEE	<ul style="list-style-type: none"> ➤ <u>Article 2</u>- To be respected- No child should be treated unfairly. ➤ <u>Article 5</u>- Your family has the responsibility to help you learn to exercise your rights and to ensure these are protected. ➤ <u>Article 9</u>- Children must not be separated from their parents unless it is in their best interests. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. 		



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	<ul style="list-style-type: none"> ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Developing confidence and responsibility</u>	To recognise what they like and dislike, what is fair and unfair and what is right and wrong	Pupils to explain with confidence what they like and dislike and to explain their reasons.	
	To share their opinions on things that matter to them and explain their views.	Pupil to articulate their opinions clearly and to explain why something matters to them.	
	To recognise name and deal with feelings in a positive way.	Children to have a vocabulary to describe their feelings to others and to explain simple strategies for managing feelings.	
	To understand how to set simple rules	Children set themselves simple goals and explain how these will be achieved.	
<u>Preparing to play an active role as citizens</u>	To recognise choices they can make and the difference between right and wrong.	To explain why they have made a particular choice and to recognise that choices can have good and not so good consequences.	
	To agree and follow rules for their group and classroom and understand how rules help them.	When making rules with others, children contribute real, informed ideas and explain why this would help themselves and others.	
	To take part in discussions with another person and with the whole class.	Pupil to listen attentively to their peers and to take on board different viewpoints that differ from their own.	



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	To understand that they belong to various groups and communities, such as family and school.	To identify what groups they belong to in the wider community.	
	To contribute to the life of the class and the school.	To recognise how to make real, informed choices.	
<u>Developing a healthy, safer lifestyle.</u>	To recognise how their behaviour affects other people.	Pupils to communicate	
	To listen to other people and play and work cooperatively.	Pupils to explain simple strategies to resolve simple arguments through negotiation.	
	To understand how family and friends should care for each other.		
Sex and Relationship Education	<ul style="list-style-type: none"> ➤ <u>Article 2-</u> To be respected- No child should be treated unfairly. ➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 16 -</u> You have the right to privacy. ➤ <u>Article 17 -</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28 -</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31 -.</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
	What	Sheets from <i>Living and Growing</i> book	Other points to include
	To know which things are living and non-living.	Living and non-living	



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	To understand the idea of a male and female and the fact that you cannot always see a difference.	Male and female	
	Explore perceptions about their own and the opposite sex		
	To introduce correct names for body part, including reproductive parts. (Add in vulva and that vagina is internal)	Naming body parts	
	To recognise that there are common features to all humans and important difference that make us feel male or female.		Transgender - some people do not identify with any gender. 'The family' book and 'Tango makes three' book
	To understand that feelings and relationships make them feel special.		
SMSC	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. 		



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	<ul style="list-style-type: none"> ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
<u>Spiritual development</u>	Requirement Objectives To develop a fascination about themselves and others.	Projects/Activities All About Me project, added to each term to track changes in themselves and those around them.
<u>Moral development</u>	To recognise right and wrong and to apply to their own lives.	Discussions through stories, games and role play. SEAL resources to support.
<u>Social development</u>	To cooperate well with others.	
<u>Cultural development</u>	Developing an appreciation of a wide range of cultural influences that have shaped their own heritage	Guy Fawkes Grace Darling
British Values	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	



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	<p><u>Mutual Respect</u> - we might not always agree with other people, but we try to show respect for their thoughts and feelings. We give respect to others and we expect other people to show us respect.</p>	<p>Writing a class charter. What if an alien came to class? Role play of scenarios.</p>
	<p><u>Rule of Law</u> To know that rules keep us safe.</p>	<p>Being able to separate unkind actions from actions which might need further action e.g. talking to parents, the head teacher, the police.</p>
<p>Global Learning</p>	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
	<p>To consider our impact on the <u>environment</u>. To know the importance of play around the world. Similarities and differences in play, games, toys etc.</p>	<p>Recycled toys Equipment free games Songs Making their own games</p>
	<p><u>Human Rights</u> Do all children have the opportunity to play?</p>	<p>Study of children at play around the world. (Comic Relief website has supporting resources.)</p>



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	<u>Sustainable Development (Global goal 12)</u> Appreciating the importance of sustainable resource use. Repair, reuse, recycle.	Do we mend or throw away broken or old toys?
Big Questions 1 per long term	Who do I know, and who knows me?	
	Who helps me?	
	Who do I help?	