



FHP Whole School Curriculum LTP EYFS & KS1

<div><div><div>Our Curriculum Principles</div><div>Look Forward with Confidence and Believe!</div><div><div>Build together</div><div>Excellence everyday</div><div>Love of language</div><div>Inquisitive minds</div><div>Experiences to inspire all</div><div>Value everyone</div><div>Every day counts</div></div><div></div><div></div></div><div><p>At Walton Peak Flying High Academy, our carefully constructed curriculum provides children with an ambitious, high-quality education. Our curriculum is embedded with our BELIEVE values.</p><p>To build together, community is at the heart of our curriculum. Autumn term is driven by history where children explore how their community has been shaped by history. We are inspired by George Stephenson and his technological advancements and innovations in transport. Therefore, wherever possible, in history children look at how transport has been developed throughout history. Geography is our driver in Spring, where our children explore where their community is, looking at the local, national and global communities they are a part of and their responsibility of looking after these. Art drives our summer enquiries. In these enquiries, children explore how artists have represented their own communities in their artwork, encouraging children to do the same.</p><p>We ensure excellence everyday by providing a curriculum which is more ambitious than the national curriculum and celebrating the work and success of our pupils.</p><p>A love of language is developed in every subject. We have a progression document of language for all subjects and this vocabulary is taught discretely in lesson, displayed on knowledge organisers, working walls and learning objectives.</p><p>Through our enquiry learning and by making explicit links between subjects, children are encouraged to have inquisitive minds and ask further questions.</p><p>Our curriculum teaches our pupils to value everyone. With PSHE at the heart of many of our enquiries, children are able to apply their learning to themselves and develop as valuable members of our community.</p><p>By designing high quality lessons and offering the best opportunities to our children, Walton Peak’s curriculum ensures every day counts.</p></div></div>												
	Nursery/ Reception Autumn 1	Nursery/ Reception Autumn 2	KS1 Cycle 1 Autumn	KS1 Cycle 2 Autumn	Nursery/ Reception Spring 1	Nursery/ Reception Spring 2	KS1 Cycle 1 Spring	KS1 Cycle 2 Spring	Nursery/ Reception Summer 1	Nursery/ Reception Summer 2	KS1 Cycle 1 Summer	KS1 Cycle 2 Summer
Enquiry question <i>(RC, ML)</i>	What makes me, me?	What do other and I celebrate?	How have we become safer?	Who changed the world for me?	Look UP, look DOWN – What is all around?	Where will my travels take me?	What makes our home great?	What is a citizen of the world?	Can anyone be a hero?	How can I take care of my world?	Can we see art in nature?	How can water inspire us?
Possible avenues: <i>themes, interest, lines of enquiry RC, EC, ML, PO)</i>	Autumn Families Themselves Friends Emotion	Personal events Key religious celebrations (Eid, Diwali, Christmas, Hanukkah)			Chesterfield Local animals River Rother Crooked Spire Walton Peak	London Coast, forest, mountains Brazil (animals, weather) Arctic (animals, weather) Percy Fawcett			People who help us Occupations and aspirations	Reduce, reuse, recycle		
Enquiry driver	Understanding the world (history) <b>Changes within living memory</b> – birthdays, weddings, holidays, religious celebrations, Halloween, bonfire night, hobbies, sporting events <b>Lives of significant people</b> – family and extended family roles <b>Chronology</b> – know the year of their birth, understand older and younger <b>Similarities and differences</b> – what is the same and different about the members of our class, birthdays <b>Continuity and change</b> - ageing over time, the seasons	Understanding the world (history) <b>Changes within living memory</b> – celebrations in their own family, Christmas, remembrance day, bonfire night, Eid, Diwali, Hannukah <b>Lives of significant people</b> – Guy Fawkes <b>Local history</b> – Pantomime in Chesterfield, Remembrance day <b>Continuity and change</b> - seasons	History <b>Chronology</b> – months of the year, date of birth <b>Beyond living memory</b> – the titanic, travel for leisure, innovations in transport <b>Historical enquiry</b> – looking at sources, titanic tickets and different classes, titanic deck plan, photographs, advertisement posters <b>Interpretations</b> – Interviews and reliability <b>Chronology</b> – decade, century, era <b>Continuity and change</b> – safety changes due to the Titanic <b>Cause and consequence</b> – causes of the Titanic sinking	History <b>Chronology</b> – months of the year, date of birth <b>Beyond living memory</b> – first aeroplane flight, the wright brothers, transporting goods quickly, travel for leisure <b>Lives of significant people</b> – Bessie Coleman, Harriet Quinby, Hilda Hewlitt, inspirational women in aviation <b>Historical enquiry</b> – The Wright Flyer, diary entries <b>Interpretation</b> – talking to grandparents about first airplane flight, primary and secondary sources <b>Chronology</b> – timeline of aeroplane development	Understanding the world (geography) <b>Locational knowledge</b> - England, Derby and Chesterfield <b>Place knowledge</b> – classroom, school grounds, crooked spire, queens park, local animals <b>Skills and fieldwork</b> – create a map of the woodland area in school <b>Place knowledge</b> – seasons, winter	Understanding the world (geography) <b>Locational knowledge</b> – the UK <b>Place knowledge</b> – Amazon Rainforest, the arctic, Comparing UK and Brazil, comparing UK and the Arctic <b>Skills and fieldwork</b> – create a map of Chesterfield train station	Geography <b>Skills and fieldwork</b> – compass, locating UK on a map, aerial photography of Chesterfield <b>Locational knowledge</b> – the UK – countries, capital cities and characteristics <b>Place knowledge</b> – Chesterfield, weather symbols, seasonal patterns <b>Human and physical geography</b> – Dovedale, Chesterfield, Derby	Geography <b>Locational knowledge</b> – seven continents, equator, hemispheres, <b>Skills and fieldwork</b> – location of seven continents, location of Brazil, aerial photography of Sao Paulo <b>Place knowledge</b> – compare Chesterfield and Sao Paulo, The arctic and Brazil	Expressive arts and design (art) <b>Artists</b> – Rich Perotta (Nottingham based marvel comic book artist) <b>Drawing</b> – superhero images <b>Sculpture</b> – collage background	Expressive arts and design (art) <b>Artist</b> – Liz Welby (Peak District artist) <b>Use of colour, pattern, texture, line, form, space and shape</b> – range of medias to collect nature images and patterns <b>Sculpture</b> – collage create from natural materials <b>Analysing and evaluating</b> – Welby’s artwork	Art <b>Artist</b> – William Morris and print design <b>Use of colour, pattern, texture, line, form, space and shape</b> – creating rubbings and finding patterns in nature <b>Sketchbook</b> – capturing ideas about nature <b>Analysing and evaluating</b>	Art <b>Artist</b> – Hokusai and the Great Wave <b>Use of colour, pattern, texture, line, form, space and shape</b> – lines which form a wave <b>Painting</b> – mixing paint, using blues, oranges, yellows and pinks, different techniques to create a wave effect <b>Sketchbooks</b> – practise lines and colour mixing <b>Analysing and evaluating</b>



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				Similarity and difference – how planes have changed, how roles of men and women have changed Continuity and change – how planes have changed.								
Enquiry enhancers	Expressive arts and design (art) Use of colour, pattern, texture, line, form, space and shape – retracing, considering size Drawing – facial features, portraits Painting – colour for moods and purposes, primary colours  Understanding the world (PSHE) Being me, ourselves growing and changing	Expressive arts and design (art) Artists - Benjamin Prins and firework pictures Use of colour, pattern, texture, line, form, space and shape – patterns Painting – making informed choices about colour, mixing paint, light and dark paint, different paintbrushes Sculpture – working with clay Analysing and evaluating – Prin's artwork  Understanding the world (geography) Place knowledge – seasons, autumn and winter and how they link to celebrations like harvest.	DT Design, Make, Evaluate, Technical knowledge – design and make a model of the Titanic thinking carefully about how to include safety features.  PSHE Feelings, keeping safe	Art Sculpture – 3D collage, to represent people who have influenced and inspired the children’s lives  PSHE Aspirations, well-being work and career	Expressive arts and design (art) Drawing – observational drawings of minibeasts Sculpture – clay minibeasts  Understanding the world (history) Changes within living memory – Chesterfield Spire, stories about why it is crooked Beyond living memory – trains from the past compared to trains now Local history – George Stephenson and the development of rail travel Lives of significant people – George Stephenson Continuity and change – seasons, how things have changed in Chesterfield since George Stephenson’s time	Expressive arts and design (art) Artists – Henri Rousseau and his animal paintings Painting – Creating a painting of a toucan – creating rainforest scene with a range of brushes. Analysing and evaluating – Rousseau’s artwork  Understanding the world (history) Changes within living memory – Percy Fawcett and his exploration of the Amazon Rainforest Lives of significant people – Percy Fawcett his exploration of the Amazon Rainforest Historical enquiry – Percy Fawcett – asking questions Similarity and difference – what is different in the UK compared to Brazil and the Arctic  Understanding the world (PSHE) Ourselves, growing and changing – being assertive	Art Artists – Barbara Hepworth and modernist sculptures Sculpture – children to use clay to create modernist sculpture of the crooked spire Sketchbook – capture shapes of the crooked spire  History Local history – George Stephenson Continuity and change – Changes due to George Stephenson’s’ innovations  DT Design, cooking and nutrition, evaluate – make a fruit salad with local produce	Art Artists – Kobra (Brazilian graffiti artist) and Banksy (UK graffiti artist) Use of colour, pattern, texture, line, form, space and shape – Pupils to explore building shapes and the different lines found in graffiti art Drawing – creating a charcoal image in the style of Banksy, building up an image of the UK compared to Sao Paulo in the style of Kobra Sketchbooks – collect ideas, practise drawing lines  History Changes within living memory - first moon landing, Neil Armstrong, space race Lives of significant people – Helen Sharman  PSHE Communities	Understanding the world (history) Changes within living memory – Marcus Rashford and his campaign to end child poverty, Mae Jemison as the first black woman to travel in space Lives of significant people – Marcus Rashford and Mae Jemison History enquiry – asking questions about what makes a hero and the challenges Rashford and Jemison would have faced. Continuity and change - seasons  Understanding the world (PSHE) Ourselves, growing and changing – to know what they can do well	Understanding the world (geography) Human and physical – looking after the natural environment, recycling, iPads to take pictures of the playground  Understanding the world (history) Lives of significant people – Marina Silva and Greta Thunberg Cause and consequence – Greta Thunberg’s climate strike  Understanding the world (PSHE) Communities – know they have responsibilities and are part of a community	History Interpretation – William Morris prints  DT Make– William Morris pattern	Geography Locational knowledge – seas around the UK and oceans, ports and harbours Skills and fieldwork – oceans on a world map  History Lives of significant people - Hokusai
Discrete subjects	Computing											
			Coding Homework	Coding Homework			Online safety Spreadsheets Homework	Presenting ideas Maze explorers Homework			Questioning Effective searching Homework	Animated stories Lego builders Homework
	Science/Understanding the World											
	Materials and their properties - Name materials being used around EYFS area as they get to know their new class. Name materials being used in art. Animals including humans - Children to learn how to stay healthy with exercise and a healthy diet. Children to learn about how to keep their teeth healthy.	Materials and their properties – changing and moulding clay States of matter – making a cake Working scientifically – describing changes in baking, retelling the order of baking a cake Seasonal changes – winter	Seasonal changes - Spring, summer, autumn and winter, weather, summer has longer days, winter has shorter days Working Scientifically - Length of daylight throughout the year	Animals including humans - Babies, children, adults, elderly, basic needs of animals including humans Nutrients, fruit, vegetables, carbohydrates, protein Working scientifically - Investigate washing hands using glitter gel, Hand spans, Nature spotters	Seasonal changes – winter All living things and their habitats – comparing similarities and differences of minibeasts Animals including humans – the senses Sound – volume – loud and quiet, listening, Working scientifically – magnifying glasses Seasonal changes – winter, spring	Forces - Large and small forces All living things and their habitats – similarities and differences of animals from the UK, Brazil and the arctic States of matter – ice in the Arctic Forces – push and pull of airplane models Working scientifically – local animal observations	Seasonal changes - Spring, summer, autumn and winter, weather, summer has longer days, winter has shorter days Animals including humans - Native UK animals: Fish: Atlantic Salmon, Amphibians: Common Frog, Reptiles: Adder, Birds: European Robin, Mammals: Red Fox, carnivore, herbivore and omnivores, the	Materials and their properties - Material and objects, wood, plastic, glass, metal, water, rock, hard, soft, stretchy, stiff, waterproof, not waterproof, opaque, transparent, Squashing, bending, twisting and stretching materials, Everyday materials Working scientifically – Transparency, Float or sink,	All living things and their habitats – changes and patterns in nature Electricity – plugs and batteries, electrical safety, electrical objects	Materials and their properties - Looking at materials which can be recycled around the school Light – the sun, Plants – looking after plants, planting seeds Working scientifically – planting seeds and looking after plants, recording litter in local environment, nature observations, how a plant grows	Seasonal changes - Spring, summer, autumn and winter, weather, summer has longer days, winter has shorter days All living things and their habitats - Alive, dead and never living, habitats – ponds, woods, hot and cold places, woodland and ocean habitats, food from plants, food chains	Plants - Deciduous and evergreen trees, oak, conifer, beech, hawthorn, sycamore, petals/flowers/fruit, stem, leaves, root bulb, seed, Working scientifically - What are the names of common garden plants?, plant structure, leaf look Measuring plants, function of a steam



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	<b>Working scientifically</b> – asking questions about being healthy <b>Seasonal changes</b> – Autumn, winter					<b>Seasonal changes</b> – spring	main parts of the body are head, elbow, arm, hand, leg, knee, foot, Hear, see, touch, smell, see <b>Working scientifically</b> - Length of daylight throughout the year, body parts, animal classification	Reflection tests, Rocket mice, What do we know about the world of people like John Dunlop and John McAdam?, Rust investigation, Materials hunt, Waterproof			<b>Working scientifically</b> - Length of daylight throughout the year, Woodlouse habitat, living and non-living, nature spotters	
	<b>Expressive arts and design/ Art</b>											
	> Clockwise and anti-clock wise movements > Pencil grips >gross motor movements	> Clockwise and anti-clock wise movements > Pencil grips >gross motor movements	<b>Drawing</b> - Pencil drawings of the titanic > <b>Sketchbooks</b> - capturing ideas	<b>Enhancer</b>	> Clockwise and anti-clock wise movements > Pencil grips >gross motor movements	> Clockwise and anti-clock wise movements > Pencil grips >gross motor movements	<b>Enhancer</b>	<b>Enhancer</b>	> Clockwise and anti-clock wise movements > Pencil grips >gross motor movements	> Clockwise and anti-clock wise movements > Pencil grips >gross motor movements	<b>Driver</b>	<b>Driver</b>
	<b>Understanding the world/ Geography</b>											
	<b>Place knowledge</b> – seasons, autumn	<b>Enhancer</b>	<b>Locational knowledge</b> – own address <b>Skills and fieldwork</b> – fieldwork and observations of forest school and classroom, litter survey of playground, create map of school	<b>Locational knowledge</b> – four countries that make up UK, capital cities of the UK, own address <b>Skills and fieldwork</b> – locate them on the map, atlases and globes, compass points	<b>Driver</b>	<b>Driver</b>	<b>Driver</b>	<b>Driver</b>	<b>Place knowledge</b> – seasons, spring	<b>Place knowledge</b> – seasons, summer	<b>Skills and fieldwork</b> – tally chart of cars on the road, survey to parents about how to reduce traffic – how else could we travel to school?	<b>Enhancer</b>
	<b>Expressive arts and design/ DT</b>											
	<b>Cooking and nutrition</b> – washing hands for hygiene	<b>Design, make</b> – Diwali lanterns	<b>Enhancer</b>	<b>Design, Make, Evaluate, Technical knowledge</b> – design and make a model plane with wheels attached	<b>Design, make, evaluate, technical knowledge</b> – Crooked Spire model	<b>Design, cooking and nutrition</b> – Brazilian chocolate truffles	<b>Enhancer</b>	<b>Design, make, evaluate</b> – carnival mask, sewing, textiles	<b>Make, evaluate</b> – superhero masks	<b>Design, make, evaluate</b> – junk model flowers	Revisit prior learning	> <b>Design, cooking and nutrition, evaluate</b> – British vegetables, making pizza
	<b>Physical development/ PE</b>											
	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
	<b>Personal, social, emotional development/ PSHE</b>											
	Being me in this world Changing me Dream and goals	Being me in this world Changing me Dream and goals	Healthy me	Being me in this world	Healthy me	Healthy me	Relationships	Changing me Healthy me	Relationships Celebrating differences	Relationships Celebrating differences	Dreams and goals	Celebrating differences
	<b>Understanding the world/ RE</b>											
	Where do we belong?	Which times are special and why?	How can we celebrate special and sacred times?	What can we learn from sacred texts?	Which places are special and why?	Which stores are special and why?	What does it mean to belong to a faith community?	Who is a Christian and what do they believe?	Which people are special and why?	What is special about our world?	What makes some places sacred? Who is Jewish and what do they believe?	Why should we care for others and the world, and why does it matter? Who is a Muslim and what do they believe?
	<b>Expressive arts and design/ Music</b>											
	<b>Charanga – Me!</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – My stories</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga –My musical heartbeat</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Pulse, rhythm and pitch</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Everyone!</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Our world</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Exploring sounds</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Inventing a musical story</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Big bear funk</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Reflect, rewind replay</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Having fun with improvisation</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Exploring improvisation</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music



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			<b>Charanga – Sing dance and play</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Playing in an orchestra</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music			<b>Charanga – Learn to listen</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Recognising different sounds</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music			<b>Charanga – Let’s perform together</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	<b>Charanga – Our big concert</b> Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music
<b>Rationale for enquiry</b> <i>(RC, ML)</i>	<b>Build Together</b> This EYFS unit offers children the opportunity to explore their identities, history, and the world around them. Using art, history and their own life experiences, the children will embark on a journey of self-discovery to answer the question, "What makes me, me?" <b>Excellence Everyday</b> Through understanding changes within living memory—such as birthdays and holidays—and examining the roles of significant people in their lives, children will begin to grasp the concept of history as it pertains to them. In art, they will use various elements like colour and form to express themselves, aiming for excellence in each artistic endeavour. <b>Love of Language</b> This unit introduces young learners to words and concepts that help them articulate their thoughts about identity, family, time, and expression. Words like "chronology," "texture," and "portraits" will find their way into the children's vocabulary, helping them engage more deeply with the world around them. Inquisitive Minds Children are naturally curious about themselves and their surroundings. This unit leverages that curiosity by encouraging them to ask questions about their own lives, their family, and their community. They will	<b>Build Together</b> This EYFS unit integrates the subjects of art, history, and geography to provide a comprehensive exploration of various celebrations and traditions. By understanding the diverse ways people commemorate milestones and seasons, children build a more inclusive and respectful worldview. <b>Excellence Everyday</b> The unit offers a multidisciplinary approach to excellence, allowing children to delve into both history and art. Through studying Benjamin Prins' firework pictures, children grasp various artistic elements, while an examination of historical figures like Guy Fawkes and local traditions enrich their historical knowledge. Each day of this unit brings a new opportunity for academic and personal growth. <b>Love of Language</b> Language development is a key focus, as new terminology relevant to history, art, and different celebrations is introduced. Words like "texture," "pantomime," and "Remembrance Day" will become more familiar, enriching the children's vocabulary and empowering them to articulate their experiences and understandings more effectively. <b>Inquisitive Minds</b> This unit is designed to stimulate curiosity. It encourages questions about traditions, their	<b>Build Together</b> This unit seamlessly combines history, design technology and PSHE to delve into the concept of safety over time. Focusing on the Titanic as a case study, students explore how improvements in safety mechanisms and regulations have evolved, thus contributing to a safer world. <b>Excellence Everyday</b> The unit aims to cultivate excellence in historical understanding, design skills and emotional well-being. Through hands-on activities like designing a model of the Titanic, students apply their learning in a meaningful way. This engagement across subject areas encourages daily growth both academically and personally. <b>Love of Language</b> Children will be exposed to a variety of terms related to history, design, and safety. They will learn new words and phrases such as "innovation," "decade," "cause and consequence," and "safety features," enriching their vocabulary and enabling more nuanced discussions. <b>Inquisitive Minds</b> Children are encouraged to ask questions about the factors contributing to the Titanic's sinking and the lessons learned. This promotes a culture of curiosity, where students not only receive knowledge but actively engage with it,	<b>Build Together</b> This Year 1/2 unit uniquely combines history and art to examine the people and innovations that have made a lasting impact on the world, particularly in the field of aviation. Focusing on significant historical figures like Bessie Coleman and the Wright Brothers, students will explore the idea of lasting change and influence. <b>Excellence Everyday</b> The enquiry is designed to cultivate excellence across multiple subjects. In history, students will delve into the lives of trailblazing female aviators and the evolution of air travel, while in art, they will have the opportunity to express their own inspirations through 3D collage. The unit fosters an interdisciplinary approach to learning that nurtures children’s abilities in various subjects. <b>Love of Language</b> Children will be introduced to key vocabulary related to history, aviation, and art. Terms like "aeroplane," "timeline," "primary and secondary sources," "3D collage," and names of influential figures will enrich their vocabulary and enhance their ability to articulate complex ideas. <b>Inquisitive Minds</b> The unit encourages curiosity and enquiry by prompting students to ask questions about technological advancements in aviation and the people	<b>Build Together</b> This EYFS unit offers an interdisciplinary approach to understanding the world, incorporating geography, art, and history. It focuses on the local environment, specifically the towns of Derby and Chesterfield, encouraging students to explore their immediate surroundings and appreciate both natural and man-made landmarks. <b>Excellence Everyday</b> Excellence is at the forefront of this unit. Students will engage deeply in geography by mapping local woodlands and identifying significant local landmarks like Chesterfield's Crooked Spire. In art, they'll delve into observational drawing and sculpture, honing their skills in a hands-on manner. In history, they'll explore significant local figures and landmarks, adding depth and context to their understanding of their local environment. <b>Love of Language</b> Language plays a pivotal role in this unit. New vocabulary such as "observational drawings," "Chesterfield Spire," "minibeasts," "seasons," and "local history" will be introduced. These terms will help students articulate their observations and understandings of their world. <b>Inquisitive Minds</b>	<b>Build Together</b> This enquiry offers an adventurous exploration into different parts of the world, including the UK, the Amazon Rainforest, and the Arctic. By integrating geography, art and history, this enquiry aims to cultivate a sense of wonder and curiosity in students as they consider the various places their travels could take them. <b>Excellence Everyday</b> Students will strive for excellence in different subject areas. In geography, they'll tackle locational knowledge by mapping Chesterfield train station and comparing different regions. Art lessons will focus on emulating the style of Henri Rousseau, while in history, the adventurous life of Percy Fawcett will serve as a riveting case study. <b>Love of Language</b> New vocabulary terms will enrich the children's language skills, with words like "Amazon Rainforest," "Arctic," "exploration," and "Henri Rousseau" becoming part of their lexicon. These words will enable them to better articulate their understanding and interpretations of the diverse subjects they are studying. <b>Inquisitive Minds</b> The enquiry ignites curiosity by posing questions about what is different in the UK compared to Brazil and the Arctic. Students will also engage in historical inquiry by asking	<b>Build Together</b> This enquiry links various subjects—Geography, Art, History and Design & Technology—to foster a holistic understanding of what makes the students' home area special. From locating the UK on a map to studying local history and creating art, the children will connect multiple aspects of their 'home' in Chesterfield and the broader UK. <b>Excellence Everyday</b> Every subject area aims for excellence. In Geography, students will hone various skills, from map reading to understanding weather patterns. They will also delve into modernist art inspired by Barbara Hepworth and explore the legacy of George Stephenson in History. A hands-on Design & Technology component involving local produce rounds out the unit. <b>Love of Language</b> Key terms like "compass," "aerial photography," "modernist sculpture," and "innovations" will be introduced, expanding the children's vocabulary and enabling them to articulate their newfound knowledge and observations with greater confidence. <b>Inquisitive Minds</b> Questions will naturally arise as students explore what makes their home unique. Why is the spire crooked? How did George Stephenson's innovations impact Chesterfield? These	<b>Build Together</b> This multi-disciplinary enquiry engages students in an exploration of what it means to be a "citizen of the world" through the lens of Geography, Art and History. Students will compare places like Chesterfield and Sao Paulo, delve into the artwork of Kobra and Banksy, and learn about historical milestones like the first moon landing. <b>Excellence Everyday</b> Students are encouraged to excel in every subject. In Geography, they will master the basics of world geography, from continents to hemispheres. They will also analyse contrasting locations like Sao Paulo and Chesterfield. In Art, they will explore the nuances of graffiti art styles like those of Kobra and Banksy. History will bring them face to face with awe-inspiring moments and people like the first moon landing and Helen Sharman. <b>Love of Language</b> Key terminology like "hemispheres," "equator," "graffiti," "moon landing," and "space race" will be introduced. These new vocabulary words will not only enrich language skills but also allow students to better communicate their understanding of global citizenship. <b>Inquisitive Minds</b> Students will naturally question what it means to be a citizen of the world. Is it about knowing different	<b>Build Together</b> This comprehensive unit in the Early Years Foundation Stage engages young children in exploring the concept of heroism. Through the mediums of Art and History, and guided by PSHE (Personal, Social, Health and Economic education), children will investigate the qualities that make someone a hero, drawing inspiration from Marcus Rashford, Mae Jemison, and Rich Perotta. <b>Excellence Everyday</b> Excellence is embedded in every aspect of this unit. In art, the focus is on drawing superhero images, with inspirations from Nottingham-based Marvel comic book artist Rich Perotta. In history, children will learn about Marcus Rashford's campaign to end child poverty and Mae Jemison's historical space mission. The PSHE component nurtures self-awareness, empowering children to identify their own strengths and capabilities. <b>Love of Language</b> Key terms related to heroism, art, and history will be introduced, such as "campaign," "space mission," "collage," and "poverty." These terms will enrich children's vocabulary, helping them articulate their perceptions of heroism and personal strengths. <b>Inquisitive Minds</b> This unit aims to ignite the innate curiosity in	<b>Build Together</b> The unit invites children in the Early Years Foundation Stage to explore environmental care, sustainability, and activism. Drawing from art, history and geography, this cross-disciplinary unit aims to instil in young minds the importance of looking after the Earth and its resources. <b>Excellence Everyday</b> Artistic excellence is celebrated by engaging with the works of Peak District artist Liz Welby. Children will experiment with a variety of media to collect nature images and patterns, followed by making natural material collages. History introduces them to activists like Greta Thunberg and Marina Silva, highlighting their efforts and impacts. Geography enhances the learning by incorporating hands-on experiences, such as using iPads to photograph their playground. <b>Love of Language</b> The unit enriches vocabulary by introducing terms like "recycling," "sustainability," "climate strike," and "environmental care." These words will help children articulate their thoughts about nature and conservation more effectively. Inquisitive Minds Children are naturally curious, and this unit caters to that by inviting them to ask questions. What happens when we	<b>Build Together</b> This unit for Year 1 and 2 aims to explore the connection between art and nature, using the lens of history, art, and design technology. It offers an integrated approach to learning by employing William Morris's work as a central theme to explore print design, history, and the art found in nature. <b>Excellence Everyday</b> Children will have the opportunity to examine the excellence in William Morris's print designs. They will explore various artistic elements, such as colour, pattern, texture, and line, especially as these elements are found in nature. They will create their own rubbings and identify patterns in the natural world, then reflect on these explorations in their sketchbooks. <b>Love of Language</b> Language skills are developed through the introduction of specific art-related vocabulary like "texture," "pattern," and "rubbing," as well as historical terms related to William Morris's life and work. <b>Inquisitive Minds</b> The unit sparks the innate curiosity of young learners by asking the central question: "Can We See Art in Nature?" Children are encouraged to question, explore, and make their own connections between the natural world and art, fostering critical thinking skills.	<b>Build Together</b> This cross-disciplinary Year 1/2 unit explores the inspirational role of water in art, history and geography. It employs the work of the renowned artist Hokusai and his iconic painting, "The Great Wave," as a central theme to investigate how water has inspired creativity, navigation, and exploration across various subjects. <b>Excellence Everyday</b> Children will explore the intricate artistry in Hokusai's "The Great Wave," focusing on artistic elements like colour, pattern, texture, line, form, space and shape. They'll engage in painting activities, using a specific palette to replicate the wave effect and learn about different techniques to make their art come alive. <b>Love of Language</b> Key terms such as "texture," "oceans," "ports," "harbours," and "wave patterns" will be introduced. These new words will expand the children’s vocabulary and improve their ability to articulate their observations and ideas. <b>Inquisitive Minds</b> This unit fuels the children's natural curiosity about the world around them. Through questions like "How can water inspire us?", children will ponder on the significance of water in art and geography, thereby developing critical thinking skills. <b>Experiences to Inspire</b>





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	<p>explore concepts like aging, seasons, and the roles of family members, nurturing their inquisitive minds.</p> <p><b>Experiences to Inspire</b> Children will engage in activities that range from drawing their facial features to understanding the concept of aging. These experiences aim to inspire the children to see the world and themselves in new ways. Celebrating each child's unique birthday and creating portraits will bring personal experiences into the learning environment.</p> <p><b>Value Everyone</b> In discussions about what makes each member of the class different and similar, children will learn to value diversity and individuality. They will explore the roles of various family members, helping them appreciate the different forms that "family" can take. Through these activities, we aim to instil a sense of belonging and value for everyone.</p> <p><b>Everyday Counts</b> Each day will bring new learning experiences, whether it's understanding the seasons or the significance of a wedding in the family. The unit is designed to show children how every day is an important part of their identity and how their own experiences contribute to who they are.</p>	<p>origins and their meanings, fostering critical thinking skills. Children will not only ask "What?" but also "Why?" and "How?", deepening their understanding of the celebrations that permeate various cultures.</p> <p><b>Experiences to Inspire</b> From creating their own artwork with clay to understanding the significance of seasons in different celebrations, children are exposed to a variety of practical experiences. These are designed to inspire them to appreciate the creative and cultural aspects of life and to understand the context in which they occur.</p> <p><b>Value Everyone</b> Through learning about a wide array of celebrations and traditions, the unit instils a respect for diversity. By recognising the importance of each celebration, whether it is Eid, Diwali, or Christmas, children are encouraged to value the uniqueness of different cultures and communities.</p> <p><b>Everyday Counts</b> Each day's activities are carefully designed to contribute to the child's holistic development. Whether it's practicing painting techniques or understanding the influence of seasons on celebrations like harvest festivals, every lesson and activity is a step towards a broader understanding of the world.</p>	<p>developing critical thinking skills in the process.</p> <p><b>Experiences to Inspire</b> Children will experience a first aid course to help them learn first-hand the skills they need to keep themselves and others safe in an emergency.</p> <p><b>Value Everyone</b> The unit's focus on safety inherently leads to discussions about the value of human life and well-being. The historical enquiry into the Titanic helps children understand the societal changes that have been made to prioritise safety for everyone, regardless of class or background.</p> <p><b>Everyday Counts</b> Each lesson in this unit has been designed to contribute to a holistic understanding of safety across time and disciplines. Students will learn not only the historical facts but also the importance of safety measures in everyday life and how to express their feelings about safety in a constructive manner.</p>	<p>who made them possible. Through primary and secondary source investigations, including conversations with grandparents about their first airplane flights, students will develop a deeper understanding of the subject matter.</p> <p><b>Experiences to Inspire</b> Children will experience the flight fantastic workshop at Derby museum which will further enhance their learning in this subject.</p> <p><b>Value Everyone</b> The unit emphasises the importance of diverse contributions to history, especially highlighting women like Bessie Coleman, Harriet Quinby, and Hilda Hewlett in aviation. This will instil a sense of value and respect for the achievements and capabilities of everyone, irrespective of gender.</p> <p><b>Everyday Counts</b> Every lesson and activity is carefully designed to contribute to the children's understanding of who has changed the world for them and how. Whether they are learning the timeline of airplane development or comparing the roles of men and women over time, each component of the unit adds a layer to their comprehensive understanding of the topic.</p>	<p>Inquisitiveness is encouraged throughout the unit. Students will ask questions about why the Chesterfield Spire is crooked, how trains have evolved, and what kinds of animals can be found in their local environment. This nurtures critical thinking and sharpens their investigative skills.</p> <p><b>Experiences to Inspire</b> The unit provides a plethora of inspirational experiences. Students will get their hands dirty while creating clay minibeasts, take on the role of little cartographers as they map their local woodlands, and dive into the intriguing story of George Stephenson. These activities not only enrich their knowledge but also inspire a deeper connection to their local community.</p> <p><b>Value Everyone</b> In learning about their immediate environment and its history, students come to value their community and those who contribute to it. They'll learn about George Stephenson, acknowledging the individual contributions that shape a community's identity. This helps build a sense of communal pride and shared history.</p> <p><b>Everyday Counts</b> Each lesson is designed to contribute meaningfully to students' overall understanding of their community and the larger world. Whether they are learning about the evolution of rail travel, creating sculptures of minibeasts, or exploring the seasons, each activity serves as a stepping stone in their educational journey.</p>	<p>questions about Percy Fawcett's exploration of the Amazon. This encourages students to probe deeper into the subjects they are learning about.</p> <p><b>Experiences to Inspire</b> Children will travel on a train to experience how they can go on adventures and explore the world around them. This also links to our focus on George Stephenson.</p> <p><b>Value Everyone</b> Diversity and inclusivity are at the core. By studying different locations and the people who have explored them, students will gain an appreciation for a wide range of cultures and viewpoints. They'll learn to value the experiences and contributions of others, regardless of their background.</p> <p><b>Everyday Counts</b> Each lesson in this unit is crafted to contribute to the students' development and understanding of the world. Whether they are painting toucans, learning about the Arctic, or studying the life of Percy Fawcett, each activity builds upon the next, offering a comprehensive learning experience.</p>	<p>inquiries stimulate intellectual curiosity and critical thinking, driving the children to discover more.</p> <p>Experiences to Inspire Hands-on experiences like sculpting clay models of the crooked spire, creating a fruit salad with local produce, and conducting fieldwork will not only teach key skills but also inspire a deeper love for their home area.</p> <p><b>Value Everyone</b> This unit fosters an appreciation for local history, art, and natural features, helping students recognise the contributions and value of the community and people around them. It encourages respect for local traditions and innovations, thereby fostering a sense of community belonging and pride.</p> <p>Everyday Counts Each lesson in this unit is carefully designed to offer a fulfilling educational experience. Whether students are studying weather symbols or understanding the local history, each activity adds a unique layer to their overall comprehension of what makes their home in Chesterfield, and the larger UK, so special.</p>	<p>places? Is it about appreciating art from around the globe? Or is it about shared historical experiences like space exploration? These questions will guide their learning journey.</p> <p><b>Experiences to Inspire</b> Pupils will have the opportunity to collaborate with another year ½ class from another school. They will also take part in a local walk to gain a better understanding of their local environment.</p> <p><b>Value Everyone</b> This unit underlines the importance of diversity, openness, and global awareness. By studying different places, art forms, and historic events, students will gain a broader perspective that encourages empathy and a sense of shared humanity.</p> <p><b>Everyday Counts</b> Every lesson and activity in this unit is a building block toward understanding what it means to be a global citizen. From mapping continents to examining lives of significant individuals like Helen Sharman, every educational experience will contribute to the students' world view.</p>	<p>young children. They will begin to ask questions like "What makes a hero?", "How do people become heroes?", and "What obstacles did Rashford and Jemison face?" Their inquiries will form the basis of their understanding and appreciation of heroism.</p> <p><b>Experiences to Inspire</b> Children will meet real life police officers, fire fighters and health workers.</p> <p><b>Value Everyone</b> The unit emphasises the belief that anyone can be a hero, regardless of their background. The stories of Marcus Rashford and Mae Jemison serve as powerful examples that heroes can come from all walks of life. This helps build an inclusive classroom environment where each child feels valued and empowered.</p> <p><b>Everyday Counts</b> Every activity is purposefully designed to contribute to the child's overall development. From creating art to asking meaningful questions in history, every moment adds another layer to their concept of heroism and self-worth.</p>	<p>don't take care of our environment? Who are some people making a difference? How can I help? These questions provide a structure to explore larger themes in an age-appropriate manner.</p> <p><b>Experiences to Inspire</b> Children will meet local charity officers who will inspire them about how they can get involved.</p> <p><b>Value Everyone</b> An underlining principle of this unit is that everyone can make a difference, no matter how small. This introduces the concept of collective responsibility, making children aware that their actions count and encouraging an atmosphere of respect and shared commitment.</p> <p><b>Everyday Counts</b> Each activity, whether it is the artistic creation of a collage or a discussion about the significance of climate strikes, adds value to the child's understanding of the world and their role in it. It also empowers them to think critically about cause and consequence, laying a strong foundation for future learning.</p>	<p><b>Experiences to Inspire</b> Children will take part in nature walks and visit the peak district to see what beauty they can find in art and whether a field of animals and greenery can be classed as art.</p> <p><b>Value Everyone</b> Valuing each child's unique perspective is vital. Whether they find art in the symmetry of a leaf, the pattern of a shell, or the colours of a sunset, each child's viewpoint is celebrated, enhancing their confidence and creative expression.</p> <p><b>Everyday Counts</b> Every lesson is designed to be both educational and inspirational. Each activity, from creating rubbings to analysing Morris's work, contributes to a multi-faceted understanding of how art and nature intersect.</p>	<p>Children will visit the beach to find inspiration in the seaside and the waves they see and recreate art in a similar way.</p> <p><b>Value Everyone</b> Everyone's interpretation of Hokusai's work and how water inspires them will be valued and celebrated. This fosters an inclusive atmosphere where each child's thoughts and creative expression are respected.</p> <p><b>Everyday Counts</b> Every lesson and activity is meticulously designed to contribute to the holistic development of the child. Whether they are mastering painting techniques, understanding geographical locations, or learning about significant historical figures like Hokusai, each day brings a new layer to their understanding.</p>
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<b>Hook</b>	What makes me, me jars – children to decorate jars ready to start filling at the sequence goes on	Celebration party with foods from different celebrations	First aid course.	Flight fantastic workshop at Derby Museum.	Treasure hunt around school .	Journey through the world (Partake)	Family afternoon where parents come in and children ask them what makes their home great. Families to bring in objects or pictures which show this and share with everyone.	Collaborating with another class in another school.	Superhero dress up day	Litter pick and analyse the rubbish collected.	Nature walk in the local area or nearby park. During the walk, the children could be encouraged to observe the natural environment, such as the trees, flowers, and animals, and collect natural objects like leaves and twigs. The collected objects could be used in the subsequent art activities, such as creating rubbings and finding patterns in nature.	Visit to the seaside.
<b>Experts and Experiences</b> (RC, EC, PO)	Visits from different members of the school team.	Visit a local place of worship.	First aider. PCO to talk about safety.	Flight fantastic workshop at Derby Museum.  Aviation expert from Rolls Royce to speak to the children.	Walk to the woodland area. Walk along the river.	Steam train virtual visit.	Visit to Chesterfield centre.  Local MP to come and talk to children about what makes Chesterfield great.	Collaborating with a <b>Brazilian school</b> .  Local walk to compare aerial photography to local area.	Visit from the local fire service, police, nurses etc	Visitor from a local wildlife charity.	Local nature walk  Visit to the Peak District.	Visit to the seaside.
<b>Authentic Outcome and Social Legacy</b> (RC, EC, PCH, ML, PO)	Filled ‘What makes me, me jars’ which they share with their families.	Children make a video explaining the different celebrations, using photos, artwork and props to explain.	Safety pamphlet for the school – how can we make the school a safer place with what we have learnt about the past.	Children create a play where they dress up as someone who has changed the world for them – perform to school and families.	Collective diorama of the local environment – each child to make a different part.	Travel posters for a travel agency advertising the destination studied.	Children to make and write a postcard to be sent to Candelby Lane School, telling them why Chesterfield is so great.	Piece of Kobra/Banksy inspired art based on Chesterfield and Brazil	Dress up – what is a hero again  Community art exhibition	Create posters to put around school and Morrisons.  Community art exhibition	Community art exhibition	Community art exhibition
<b>Assessment opportunities &amp; retrieval practices</b> (ML)	Observations LOs recorded in books Teacher photographs/ comments Enquiry Learning Journey	Observations LOs recorded in books Teacher photographs/ comments Enquiry Learning Journey	Leitner model AFL strategies Low-stakes quizzing Two page spread	Leitner model AFL strategies Low-stakes quizzing Two page spread	Observations LOs recorded in books Teacher photographs/ comments Enquiry Learning Journey	Observations LOs recorded in books Teacher photographs/ comments Enquiry Learning Journey	Leitner model AFL strategies Low-stakes quizzing Two page spread	Leitner model AFL strategies Low-stakes quizzing Two page spread	Observations LOs recorded in books Teacher photographs/ comments Enquiry Learning Journey	Observations LOs recorded in books Teacher photographs/ comments Enquiry Learning Journey	Leitner model AFL strategies Low-stakes quizzing Two page spread	Leitner model AFL strategies Low-stakes quizzing Two page spread
<b>Key Texts</b> (ML)	<b>What makes me, Starting School</b> <b>Traditional tales: 3 little pigs, Goldilocks and the 3 bears</b> <b>Owl Babies</b> <b>The Colour Monster</b> <b>Cake by Sue Hendra</b> <b>Kids cookery book</b>	The Story of Rama and Sita ‘Celebrations from around the world’ book ‘Let’s celebrate’ poetry book The Jolly Christmas Postman	The Secret of Black Rock	Journey by Aaron Becker	The Gruffalo Usborne: Look inside trains We’re going to a bear hunt	One Day on our blue planet in the rainforest Lost and Found by Oliver Jeffers	The Queen’s Hat	Flat Stanley in a Rainforest	Supertato  Reaching for your Dreams: Bio of Mae Jemison	Somebody swallowed Stanley: Re-tell	"The Little Gardener" by Emily Hughes  "Art & Max" by David Wiesner  "The Wonder Garden" by Jenny Broom	Storm Whale
<b>Writing Genres</b>	What makes me, me? - all about me – name writing, pencil grip Starting School – speaking and listening - school routines, staff names Traditional tales: 3 little pigs, Goldilocks and the 3 bears – oral re-telling Owl Babies – oral re-telling, link to families, speaking and listening (inclusive families books) The Colour Monster – Narrative Cake by Sue Hendra – design a cake, recount parties they have attended Kids cookery book – following instructions to make cupcakes	Bonfire Night / Guy Fawkes Poppies – CBeebies film The Story of Rama and Sita – re-telling / sequencing, add captions Hannukah ‘Celebrations from around the world’ book – re-telling of events ‘Let’s celebrate’ poetry book: learn by heart Hannukah poem The Jolly Christmas Postman – write letters to Santa	<b>Fact file</b> about themselves <b>Narrative:</b> setting description based on Secret of Black Rock <b>Non Chronological</b> report about the Titanic <b>Newspaper recount</b> of the Titanic crashing <b>Descriptive poem</b> about the Titanic / the iceberg	<b>Narrative</b> based on Journey by Aaron Becker <b>Instructions</b> How to carry out an expedition <b>Biographical recount</b> of one of the explorers studied <b>Poetry</b>	The Gruffalo – Narrative - sequencing, character description Usborne: Look inside trains – NCR, We’re going to a bear hunt – narrative, recount of walk to park	Rainforest: One Day on our blue planet in the rainforest: non chronological report, animal fact file Lost and Found by Oliver Jeffers – character description, re-tell the story A ticket around the world – recount of visiting Arctic, persuasive poster to visit Brazil, Arctic, UK	<b>Narrative</b> based on The Queen’s Hat <b>Non Chronological</b> report: The UK <b>Instructions:</b> How to make a fruit salad <b>Persuasive advert:</b> to sell fruit salad Riddles	<b>Narrative</b> based on Flat Stanley in rainforest <b>Non Chron report</b> about Brazil <b>Poetry riddles</b>	Supertato: Character description in form of Wanted Poster Retelling of Supertato Instructions How to trap the evil pea  A biography of a hero, inspired by Mae Jemison: Reaching for your Dreams: Bio of Mae Jemison Letters to Mae asking Qs about space Space poetry/songs learn and perform.	Somebody swallowed Stanley: Re-tell narrative Instructions How to make a kite Persuasive posters: Don’t drop litter Jack and the Beanstalk: Re-tell narrative Letters to giant from Jack  Recount of a plant growing	<b>Biography</b> of William Morris <b>Non Chronological report</b> about the seasons and seasonal change (linked to Science) <b>Recount</b> of visit to Peak District	<b>Diary</b> recount as a surfer on a big wave <b>NCR</b> Oceans <b>Narrative</b> based on Storm Whale <b>Persuasion</b> – advert to come to our art exhibition



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Our curriculum is underpinned by the following principles and we design our learning sequences accordingly:				
<p><b>Relevant and Current (RC)</b></p> <p>Our children’s backgrounds and needs along with our current culture, climate and events determine the content of our curriculum.</p> <p>We use the mantra: <i>‘Because our children.....we.....’</i></p>	<p><b>Empowers Children (EC)</b></p> <p>Our children will develop a rich vocabulary, a love of reading and engage with opportunities to be aspirational, reflect on their learning, take risks, be brave, ask questions, solve problems, evaluate, develop peer critique methods and take ownership of their learning to increase their cultural capital.</p>	<p><b>Promotes Character and Heart (PCH)</b></p> <p>Through the integral inclusion of SMSC, Trust and British Values, we relentlessly focus on developing individuals who are resilient; show compassion and integrity. Our children will strive for excellence in all that they do, make a positive contribution to and be for prepared for life in the modern world.</p>	<p><b>Memorable Learning (ML)</b></p> <p>Our curriculum achieves the balance of breadth and depth based on authentic, challenging learning experiences which lead to memorable learning that children can recall. It secures children with transferable knowledge they need for subsequent learning through the use of concepts and carefully crafted progression documents.</p>	<p><b>Provides Opportunities (PO)</b></p> <p>Our children will be prepared for the next stage of their journey and be equipped to make choices about their future aspirations. Opportunities will be provided which enable them to move beyond their lived experiences, further developing their cultural capital.</p>