



# Curriculum Framework

## For Year 1

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# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

## 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

## 3. Our Question Boards

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

## A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

## Context for Learning: Let's Explore!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	<p>Look at plot, character and story setting, Talk about descriptive language and story sequencing. Hot-seating, puppets and role-play based on familiar stories. Writing sentences about a variety of texts.</p> <p><b>Focus books:</b>  The Man on the Moon - linked to Neil Armstrong and exploring space.  Lost and Found – linked to Scott of the Antarctic.  Where the Wild Things Are  Keep Out Bears About</p> <p>Explore sentence structure focusing on remembering finger spaces, using capital letters and full stops, connecting words such as 'and' and adjectives</p>
	Phonics	<p>Revise Phase 3 &amp; 4 - tricky words and initial and final blends</p>
Mathematics	Number and place value	<p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p>
	Addition and Subtraction	<p>Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>
Science	Seasonal Change	Investigate and document the changes around us as Summer turns to Autumn.
Computing	E-Safety	Think about keeping safe on the internet.
Art and Design		<p>Self- portraits using pastels.</p> <p>Observational drawings.</p> <p>Paint and draw using a variety of tools and materials.</p> <p>Investigate different forms of sketching e.g. cross-hatching, stippling</p> <p>Investigate our sense of touch through collage.</p>
Music		<p>Sing a variety of songs including preparation for our Harvest Festival Assembly.</p> <p>Name and recognise musical instruments.</p>

		Explore the sounds made by different instruments. Use different instruments to create sound affects for a story.
<b>Design and Technology</b>		Using junk modelling to make boats.
<b>History</b>		Find out about famous explorers; where they went and what they discovered. Focus on Christopher Columbus and Neil Armstrong and Scott of the Antarctic.
<b>Geography</b>		Explore our school, discus the area where we live and around our school and draw maps of their journey to school.
<b>Physical Education</b>	<b>Games</b>	Develop kicking and striking skills through simple games using a variety of equipment e.g. balls, racquets, hockey sticks and bean bags.
	<b>Gymnastics</b>	Develop fundamental movement skills, work on agility, balance and co-ordination, engage in co-operative physical activities and master basic jumping actions.
<b>PHSE and Citizenship</b>	<b>Beginning and Belonging</b>	Develop classroom ground rules, build positive relationships in the class. Consider what it feels like to be in a new situation and how to cope with that. Develop strategies for helping people who arrive new to the school.
<b>Religious Education</b>	<b>What does it mean to belong?</b>	Think about what it means to belong and learn about groups and religions that different people belong to.
<b>Cooking and Nutrition</b>		

<b>Educational Visits/Visitors</b>	Local area visit – Norfolk Street Walk
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# Our Curriculum for Year 1 for the Second Half of Autumn Term

Remove Watermark Now

## Context for Learning: Commotion in the Ocean

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	<p><b>Sentence writing</b> Write in sentences using capital letters at the beginning and full stops at the end. Explore the use of exclamation marks and question marks.</p> <p><b>Focus books</b> Caveman Dave Monty the Hero Dear Greenpeace The Rainbow Fish</p> <p><b>Story Writing</b> Use drama for example hot seating and roleplay to explore a story. Use verbal storytelling with actions and draw/write storyboards to familiarise selves with a plot. Write own retelling of a story.</p>
	Poetry	<p>Use our senses to think about Autumn and write a metaphorical poem. Write list poem using adjectives and onomatopoeias.</p>
Mathematics	Number and place value	<p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words.</p> <p>Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>
	Geometry - properties of shapes and measurement of time	<p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>
Science	Animals (including humans)	<p>Identify and name a variety of common animals including fish and mammals. Describe and compare the structure of a variety of common animals (fish and mammals). Think scientifically to identify and classify using observations and ideas to suggest answers to questions.</p>
Computing	Digital Literacy	Use technology to create and retrieve digital content.
Art and Design		<p>Use a range of materials, including clay, creatively and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Create under the sea paintings using different techniques for colour, pattern, texture, line, shape, form and space.</p>
Music	In The Groove	Listen to, appraise and perform different songs in the Blues style.

<b>Design and Technology</b>		Begin to use the Plan Do Review cycle to create a product of their choosing based on this term's topic.
<b>History</b>		
<b>Geography</b>		Explore, name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, and river.
<b>Physical Education</b>	<b>Dance</b>  <b>Games</b>	<b>Under the Sea</b> Explore the use of the body and movement to create visual narratives.  <b>Throwing and catching skills</b> Refine the skills of running successfully, changing directions and developing side stepping. Throwing, catching and aiming on the move.
<b>PHSE and Citizenship</b>	<b>Family and Friends</b>	Learn about and be able to describe what a friend is and does, recognise the diversity in friendship and that friendship patterns change. Address strategies for coping with difficult situations in friendships. Focus on family relationships, identify who is in their own family and what is special about them, and what they and other family members do to care for each other.
<b>Religious Education</b>	<b>Christianity – Christmas</b>	Know the story of the Nativity and understand why Christians celebrate Christmas.
<b>Cooking and Nutrition</b>		

<b>Educational Visits/Visitors</b>	Visit from someone from St Matthew's church to talk about Christmas.
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# Our Curriculum for Year 1 for the First Half of Spring Term [Remove Watermark Now](#)

## Context for Learning: All Around China!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	<p><b>Sentence writing</b> Write in sentences using capital letters at the beginning and full stops at the end. Use conjunctions like 'and', 'so', 'but' and 'because' to join sentences.</p> <p><b>Focus Books</b> The Wishing Dish The Empty Pot The Great Race (the story of the Chinese Zodiac)</p> <p><b>Story Writing</b> Use drama for example freeze frames and conscience alleys to explore a story. Use verbal storytelling with actions and draw/write story maps to familiarise selves with a plot. Write own retelling of a story.</p>
	Grammar	<p>Add -ing to the end of a word to make a new word. Know the plural rule and can use -s and -es in the right place to make words plural.</p>
Mathematics	Addition and Subtraction	<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>
Science	Animals	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).</p>
Computing	Unplugged Programming	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Art and Design	Chinese Brush Art	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Know about the work of different artists and develop art techniques using line, shape, form and space.</p>
Music	Chinese Music	<p>Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and un-tuned instruments musically.</p>
Design and Technology	Plan Do Review	Use the Plan Do Review cycle to create a product of their choosing based on this term's topic.
History	Great Wall of China	Know about events beyond living memory that are significant nationally or globally.
Geography	China	Understand geographical similarities and differences through



		<p>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> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean and river.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as China and the continent of Asia.</p>
<b>Physical Education</b>	<b>Gymnastics</b>	<b>Rock and Roll</b> Develop fundamental movement skills. Extend agility, balance and coordination. Engage in co-operative physical activities. Master basic jumping actions
	<b>Games</b>	Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move.
<b>PHSE and Citizenship</b>	<b>Working Together</b>	<p>Recognise &amp; celebrate some of their strengths, emotions, gifts and talents.</p> <p>Understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.</p> <p>Know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</p>
<b>Religious Education</b>	<b>Judaism</b>	Know about the Jewish religion. Know what Jewish people wear and about the Jewish religious book, the Torah. Know about the Jewish creation story and the celebration of Shabbat.
<b>Cooking and Nutrition</b>	<b>'Funtrition'</b>	Know about the importance of a healthy balance diet and understand
	<b>Healthy Vegetable Spring Rolls</b>	Practise knife skills with the bridge and claw methods.

<b>Educational Visits/Visitors</b>	Chinese dance workshop
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# Our Curriculum for Year 1 for the Second Half of Spring Term Remove Watermark Now

## Context for Learning: Stomp, Stomp, Roar!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	Using talk for writing to explore the story 'We're going on a dinosaur hunt', focusing on setting and onomatopoeia to write our own versions.  Exploring the story of Harry and the Bucketful of Dinosaurs focusing on character development
	Non-Fiction	Looking at a variety of non-fiction Dinosaur books and then creating our own, both individually and as a class.
	Grammar	Learning the plural rule and using -s and -es in the right place to change words from the singular to the plural.
Mathematics	Number and place value	Recognise odd and even numbers, locating 2 digit numbers on a 100 square
	Mental multiplication and division	Doubles and pairs to 20
	Fractions, ratio and proportion	Find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half
	Measurement	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour. Solve problems for length and height by telling which objects are longer or shorter/ taller or shorter.
Science	Dinosaurs	Identifying and naming dinosaurs that are carnivores, herbivores and omnivores. Describing and comparing the structure of a variety of dinosaurs (amphibians, reptiles, birds and mammals).
	Sound and Hearing	Identifying different sound sources, investigating how we hear and how distance affects the sounds we can hear.
Computing	E-Safety	Learning to search safely on the internet.
Art and Design	Dinosaur bones	Creating 3D pictures of dinosaur skeletons. Making salt dough fossils.
Music	Rhythm in the way we walk / Banana Rap	Listening to, and appraising, a range of different styles of music including reggae, rock and Holst. Learning about the term 'pitch'
Design and Technology	Plan Do Review	Use the Plan Do Review cycle to create a product of their choosing based on this term's topic.
History		Learning about the life and work of Mary Anning.
Geography		Using world maps, atlases and globes to identify the countries, continents and oceans where different dinosaurs have been discovered.
Physical Education	Multi-skills	Working with a sports coach to work on running, throwing, catching and striking skills.
	Dance	Dinosaur dance and movement.

<b>PHSE and Citizenship</b>	<b>Drug Education</b>	<p>Know basic information about what happens when substances enter the body.</p> <p>Understand that all medicines are drugs, but not all drugs are medicines.</p> <p>Develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p> <p>Understand that all drugs and many household substances can be harmful if they are not used properly.</p>
<b>Religious Education</b>	<b>Easter</b>	<p>Why do Christians celebrate Easter?</p> <p>Looking at the Easter story.</p>
<b>Cooking and Nutrition</b>	<b>Linked to Healthy Lifestyles linked to PSHE</b>	<p>Practising knife skills with the bridge and claw methods making bruschetta.</p>

<b>Educational Visits/Visitors</b>	<p>Visit from Claire (St Matthew's Church) to talk about Easter and why it is important to Christians.</p> <p>Dinosaur archaeology visit at school</p>
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# Our Curriculum for Year 1 for the First Half of Summer Term Remove Watermark Now

## Context for Learning: Into the Woods

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	<b>Fiction</b>	Reading a range of Traditional Tales including Little Red Riding Hood, Hansel and Gretel and The Ugly Duckling.
	<b>Non-fiction</b>	Reading books about the weather and the seasons Making weather diaries.
<b>Mathematics</b>	<b>Mental addition and subtraction</b>	Adding three small numbers. Understanding place value in two digit numbers.
	<b>Measurement</b>	Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks
	<b>Fractions and Money</b>	Recognise halves and quarters of shapes and begin to know $\frac{2}{2}=1$ , $\frac{4}{4}=1$ and $\frac{2}{4}=\frac{1}{2}$ ; recognise, Name and know value of coins 1p–£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins
<b>Science</b>	<b>Seasonal Change</b>	Exploring changes between spring and summer. Recording the weather.
<b>Computing</b>	<b>Programming</b>	Making weather reports Using and programming beebots
<b>Art and Design</b>	<b>Natural Art Hot and cold colours</b>	Art linked to weather – colour-mixing hot and cold colours. Experimenting with art techniques to portray different weather conditions. Looking at famous paintings depicting weather. Vincent Van Gogh's Sunflowers.
<b>Music</b>	<b>Round and Round</b>	Listen and appraising - Latin music, film music and a mash-up of Dance and Jazz music.
<b>Design and Technology</b>		
<b>History</b>		
<b>Geography</b>	<b>Weather</b>	Linked to Science - recording and observing weather changes. Using rain gauges and measuring temperature.
<b>Physical Education</b>	<b>Swimming</b>	Weekly swimming lessons at Parkside Pool
	<b>Tennis</b>	Tennis Coach
	<b>Team Games and Ball Skills</b>	Premier Sport Coach
<b>PHSE and Citizenship</b>	<b>Managing change</b>	Recognising that they are growing and that their achievements, skills and responsibilities are changing.
<b>Religious Education</b>	<b>Christianity</b>	Identifying places which are special to Christians – including a visit to explore St Matthew's church Naming special objects inside the church and thinking about why people go to church.
<b>Cooking and Nutrition</b>	<b>Fruit smoothies</b>	Using the bridge technique to cut fruit for a fairy fruit potion.(link to Literacy)

<b>Educational Visits/Visitors</b>	Walk to the Botanical Gardens to observe signs of spring and summer.
	Visit to St Matthew's Church to find out about special things in a church.

## Context for Learning: Castle Quest!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Non-Fiction	Devising questions to ask at Hedingham Castle using appropriate question words and using question marks. Researching castles using reference books and materials. Identifying features of non-fiction books and using their knowledge to make their own information book about a castle Writing a recount of the trip to Hedingham Castle. Writing persuasive letters
	Fiction	Looking at castle themed stories e.g. The Princess Knight
Mathematics	Number bonds and addition and subtraction.	Revise number bonds to 10/20 and matching subtraction facts to 20. Addition and subtraction problems including missing number problems.
	Mental multiplication and division	Count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets
	Measurement	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units;
	Statistics	Read, interpret and create a pictogram; begin to recognise and read block graphs.
Science	Everyday materials	Investigating different materials and talking about their properties Finding out which materials are the best materials to use for certain purposes e.g. buildings, cooking, clothes etc Investigating waterproof materials
	Seasonal Change	Exploring signs of summer and how it affects the weather and how it makes us feel and changes our behaviour.
Computing	Internet Research	Researching Hedingham Castle and life in castles
	Digital Literacy	Using technology to create and retrieve digital content.
Art and Design	Drawing	Observational drawings of signs of summer
	Painting	Artwork associated with castles e.g. painting, collage.
	Collage	Selecting different materials to make a collage
Music	Reflect, Rewind and Replay	Listening to and appraising the history of music through pieces such as The Bird by Sergei Prokofiev and The Firebird by Stravinsky. Revising terms such pitch, rhythm and pulse.
Design and Technology	Plan, Do, Review	Planning, making and evaluating own castle themed project.

<b>History</b>	<b>Castles</b>	Identifying features of a castle and thinking about who would have lived there. Talking about the Battle of Hastings in 1066. Looking at the Royal Family and how it has changed during the life of Queen Elizabeth II.
<b>Physical Education</b>	<b>Swimming</b>  <b>Tennis</b>  <b>Athletics</b>	Swimming lessons will continue at Parkside Swimming Pools for all three classes  Sessions with a tennis coach  Preparation for Sports Day.
<b>PHSE and Citizenship</b>	<b>Growing and Changing</b>  <b>Sex and Relationships Education</b>	Recognise names for the main external parts of the body. Show some understanding that their body belongs to them. Describe some basic personal hygiene routines and understand how these can prevent the spread of disease. Understand that human babies grow inside their mothers. Describe the main physical developments which take place in early childhood. Be able to describe some of the changes in responsibilities and expectations during early childhood.
<b>Religious Education</b>	<b>Sikhism</b>	What do Sikhs believe about God? How does this help them live their life? Looking at special books and celebrations.
<b>Cooking and Nutrition</b>	<b>Potato Salads</b>	Using the bridge method to chop Mixing , dressing and combining ingredients
<b>Educational Visits/Visitors</b>	Visit to Hedingham Castle Sports Day on Parker's Piece Tennis Festival at the Lawn Tennis Club	