



# **Curriculum Framework For Year 1**

# 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.

# Our Curriculum for Year 1 for the First Half of Autumn Term

## Context for Learning: Explorers

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 Lost and Found Up and Down Flying Free Autumn Poetry.</p> <p>Explore sentence structure focusing on remembering finger spaces, using capital letters and full stops, connecting words such as 'and' and adjectives.</p>
Mathematics	Number and place value	<p>Sort and count objects up to 10. Count up to and back from 10, starting at any number.</p> <p>Represent numbers to 10 using objects and pictures.</p> <p>Read numbers as words.</p> <p>Given a number, find one more or one less.</p> <p>Compare numbers using the language of: equal to, more than, less than (fewer), most, least.</p> <p>Order objects and numbers.</p>
Science	Seasonal Change	Investigate, make observations and document the changes around us as Summer turns to Autumn.
Computing	E-Safety	Online safety and exploring Purple Mash.
Art and Design		<p>Observational drawings of seasonal change. Paint and draw using a variety of tools and materials. Investigate different forms of sketching e.g. cross-hatching</p>
Music		Sing a variety of songs including preparation for our Harvest Festival Assembly
Design and Technology		
History		<p>Find out about famous explorers; where they went and what they discovered. Focus on Neil Armstrong, Scott of the Antarctic, Amelia Earhart and Bessie Coleman.</p>
Geography	Geographical skills and field work	<p>Explore our school, discuss the area where we live and around our school and draw maps of our journeys to school. Name the seven continents.</p>

<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>Dance</b>	Moving words Develop skills of travelling, turning, stillness, changing shape, size, direction, level, speed and actions.
<b>RSHE and cultural diversity</b>	<b>Caring friendships</b>	Identify trusted adults and know who to ask for help.
	<b>Being Safe</b>	Learn how to remind peers of boundaries, including personal space and practising asking for permission and saying 'no'. Learn the NSPCC PANTS rule and know the difference between safe and unsafe touch.
	<b>Respectful Relationships</b>	
	<b>Mental wellbeing</b>	Learn about the importance of showing respect to others and being treated with respect. Discuss how to treat others politely and respectfully.
	<b>Health and Prevention</b>	
	<b>Democracy</b>	Understand what 'pretend' means in the context of playing. Take turns and know what to do when it goes wrong. Know what to do if they see someone else is upset. Practise asking for help for themselves and others. Learn how to say sorry when things go wrong and how to forgive.
	<b>Celebration of Diversity</b>	Understand the vocabulary of secret, surprise and private and understand appropriate use in different contexts. Understand the difference between safe and unsafe secrets and practise reporting concern and feelings of being unsafe.  Learn about the meaning of 'hygiene' and how we can stop spreading illnesses. Recap basic signs of becoming unwell and what to do if they start to feel unwell. Understand that we are healthy most of the time and when we are unwell our bodies usually get better on their own, but sometimes we may need medicine.  <i>Understand uniqueness and the value of every person</i>  <i>Understand rules and how the local environment is organised (family, community, school etc)</i>  <i>Understand that we should not limit others by gender stereotypes.</i>
<b>Religious Education</b>	<b>Christianity</b>	<b>Who is Jesus?</b> A Great Teacher or a great leader? Why was he considered special? What did he teach?
<b>Oracy</b>		Use the 'right' voice e.g. classroom, playground - be able to adapt tone.

<b>Educational Visits/Visitors</b>	Norfolk Street walk
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# Our Curriculum for Year 1 for the Second Half of Autumn Term

## Context for Learning: Commotion in the Ocean

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	<b>Fiction</b>	<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.
	<b>Focus Books</b>	<b>Focus books</b> Commotion in the ocean. The Storm Whale. The Rainbow Fish. Somebody swallowed Stanley.
	<b>Poetry</b>	<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 themselves with a plot. Write own retelling of a story.  Commotion in the ocean poems.
<b>Mathematics</b>	<b>Addition and subtraction</b>	Partition numbers using part-whole models  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  Represent and use number bonds and related subtraction facts within 10.  Add and subtract numbers within 10, including adding and subtracting 0.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations.
	<b>Shape</b>	Recognise and name 2D and 3D shapes.  Sort 2D and 3D shapes.
<b>Science</b>	<b>Animals (including humans)</b>	Identify, classify and name a variety of common animals including fish and mammals. Describe and compare the structure of a variety of common animals (specifically fish and humans). Think scientifically to identify and classify, using observations about animals and their features to suggest answers to questions. Sorting animals by specific features. Curriculum link with topic/ English learning about Sea turtles and look at a simple life cycle. Label the parts of a human body associated with each sense.

<b>Computing</b>	<b>Pictograms</b>	Understanding and using pictograms.
	<b>Grouping and sorting</b>	Grouping and sorting objects.
<b>Art and Design</b>		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. Bonfire night art Rainbow fish Wax resistance paintings under the sea Christmas art
<b>Music</b>		Listen to and perform different seasonal songs.
<b>Design and Technology</b>	<b>Plan Do Review</b>	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>	<b>Locational knowledge</b>	Explore, name and locate the world's seven continents and five oceans.
<b>Physical Education</b>	<b>Gymnastics</b>	Develop skills of travelling, turning, stillness, changing shape, size, direction, level, speed and actions.
	<b>Games</b>	<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>RSHE and Cultural Diversity</b>	<b>Mental Wellbeing</b>	<p>Recognise the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices or have different preferences or beliefs. Understand that being unkind or mean to someone is not acceptable. Learn how to seek help if that happens to them.</p> <p>Learn about self-respect: being confident and happy; feeling valued; empathising with others; achieving; personal goals (not giving up at first setback) and being resilient.</p> <p>Understand that feeling sad is a normal emotion and recognise that our emotions change throughout the day. Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Recognise emotions when friendships have ups and downs and know how this can be resolved.</p> <p>Identify and name a range of and degrees of emotions in daily life: fear, joy, disgust, surprise, anger, happiness. Recognise things that can make someone else happy or sad. Read 'Kit Kitten' and 'The Topsy Turvy Feelings' and understand that people affect each others' wellbeing.</p> <p>Know that friends can share interests and experiences such as news and learn to ask questions to develop shared understanding.</p> <p><i>Understand uniqueness and the value of every person. Be willing to listen to the ideas of others, even when disagreeing. Show an awareness of the feelings, needs</i></p>
	<b>Respectful Relationships</b>	
	<b>Caring Friendships</b>	
	<b>Families and People who Care for Me</b>	
	<i>Celebration of Diversity</i>	
	<i>Democracy</i>	
	<i>Equality</i>	
	<i>Citizenship</i>	
	<i>Social and Civic Competence</i>	
	<i>Active Participation</i>	
	<i>Co-operation</i>	

		<p><i>and interests of others. Try to solve problems and resolve conflict through listening to others and understanding their views.</i></p> <p><i>Have a sense of fair play/justice. Be offended by unfair treatment. Treat others fairly. Show an awareness of the feelings, needs and interests of others. Understand that everyone should be treated fairly. Be willing to take turns and share. Be willing to play fairly and inclusively with others. Actively try to ensure everyone is included.</i></p> <p><i>Participate cooperatively in group activities and work to ensure everyone is included. Play and work cooperatively, taking turns and sharing.</i></p> <p><b><i>When I grow up (Hackney curriculum)</i></b></p>
<b>Religious Education</b>	<p><b>Christianity – Christmas</b></p> <p><b>How and why do people celebrate birthdays?</b></p>	<p>Know the story of the Nativity and understand why Christians celebrate Christmas.</p> <p>Understand why people celebrate birthdays and how they celebrate.</p>
<b>Oracy</b>		<p>Use voice to show expression when reading.</p> <p>Recognise when they haven't understood something and ask a question to clarify.</p>

<b>Educational Visits/Visitors</b>	<p>Visitor from St Matthew's church to talk about Christmas.</p>
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# Our Curriculum for Year 1 for the First Half of Spring Term

## Context for Learning: All Around China!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	<b>Fiction</b>	<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. Using adverbs to order events, such as 'first', 'then' and 'next'
	<b>Focus Books</b>	<b>Focus Books</b> The Wishing Dish The Only Lonely Panda The Empty Pot The Great Race (The story of the Chinese Zodiac.)  <b>Story Writing</b> Use verbal storytelling with actions and draw/write story maps to familiarise themselves with a plot. Write own retelling of a story.
	<b>Non - Fiction</b>	Writing facts about Pandas.
	<b>Grammar</b>	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.
<b>Mathematics</b>	<b>Place value</b>	Count up to and back from 20, starting at any number.  Given a number, find one more or one less.  Compare numbers using the language of: equal to, more than, less than (fewer), most, least.  Order objects and numbers.
	<b>Addition and Subtraction</b>	Represent and use number bonds and related subtraction facts within 20.  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20 and above, including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
<b>Science</b>	<b>Seasonal change</b>	Changes from Autumn to Winter. Observe and discuss how the weather has changed.
	<b>Animals</b>	Curriculum link with topic- learning specifically about Pandas and begin to look at what some animals eat, ie herbivores etc. Name different animals and find differences between animals. Describing how an animal is suited to their environment.

<b>Computing</b>	<b>Technology outside of school</b>	Understand what technology is and give examples of technology
	<b>Lego builders</b>	Making and following instructions using computers.
<b>Art and Design</b>	<b>Willow Pattern Plate art</b>	Designing a willow pattern plate (link to history)
	<b>Collage</b>	Practising how to cut and tear needed materials for a collage. Making a panda collage.
<b>Music</b>	<b>Hey you</b>	How pulse, rhythm and pitch work together.
	<b>Sorting instruments</b>	Using different instruments to explore creating different sounds, rhythms and patterns.
<b>Design and Technology</b>	<b>Animal hand puppet</b>	Plan, make and evaluate a felt hand puppet.
<b>History</b>	<b>China</b>	Great Wall of China and its history.  How Chinese New Year is celebrated.  The story behind willow pattern and designing a willow pattern.
	<b>Place knowledge</b>	Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean and river.
<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>	<b>Fundamental skills</b> Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move. Using a ball effectively.
<b>RSHE and Cultural Diversity</b>	<b>Families and People who Care for Me</b>	Learn what 'caring' means and what this looks like in families. Know the benefits of family life: that they can be safe and encouraging, provide respect and support, help them learn new things and enjoy time together.
	<b>Celebration of Diversity</b>	Understand that all families are different. Read 'One Family', 'Families, Families, Families!' and talk about 'Kit Kitten and The Topsy Turvy Feelings'.
	<b>Globalisation</b>	<i>Recognise the similarities and differences between themselves and their peers, and in wider settings beyond own community. Understand the opportunities and challenges that diversity brings.</i>
	<b>Belonging</b>	<i>Be familiar with similarities and differences between places in various parts of the world, including own setting. Understand global connections between peoples and countries.</i>  <i>Understand how to take part in making and changing rules in school or with friends or family.</i>

		<p><i>Understand basics of governance - family, school, local community, country.</i></p> <p><i>Have a sense of belonging in the local environment (family, school and community) and understand the value of relationships with others.</i></p> <p><i>Reflect on the concept of home and belonging.</i></p>
<b>Religious Education</b>	<b>The family in Islam</b>	<p>How does being a Muslim make a difference to a family?</p> <p>What do you do as a family?</p> <p>Special places visited as a family.</p>
<b>Oracy</b>		Take turns in a group discussion with peer(s).

<b>Educational Visits/Visitors</b>	Year 1 pretend flight to China.
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# Our Curriculum for Year 1 for the Second Half of Spring Term

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

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	<b>Fiction</b>	<b>Sentence writing</b> Write in sentences using capital letters at the beginning and full stops at the end. Understanding and using exclamation marks and question marks. Use conjunctions like 'and', 'so', 'but' and 'because' to join sentences. Using adverbs to order events, such as 'first', 'then' and 'next'. Describing characters using adjectives. Writing our own version of a familiar story.
	<b>Focus Books</b>	Harry and His Bucket Full of Dinosaurs If I had a Dinosaur Dear Dinosaur
	<b>Poetry</b>	Mad about dinosaurs- exploring and finding rhyming words.
	<b>Non-Fiction</b>	Looking at a variety of non-fiction Dinosaur books and then creating our own, both individually and as a class.
	<b>Grammar</b>	Learning the plural rule and using -s and -es in the right place to change words from the singular to the plural.
<b>Mathematics</b>	<b>Place value</b>	Counting to and from 50, starting at any number.  Representing numbers to 50 by Making groups of tens and ones, partitioning groups of tens and ones, using number lines to 50.  Given a number, find one more or one less
	<b>Measurement</b>	Solve problems for length and height by telling which objects are longer/shorter or taller/ shorter. Measure length or height and write these measurements down.  Solve problems for mass and weights by telling which objects are heavier or lighter. Measure weight or mass and write these measurements down.  Solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another. Measure capacity or volume and write these measurements down
<b>Science</b>	<b>Animals</b>	Name and identify common animals that are herbivores, omnivores and carnivores. Linked to Dinosaur topic.

<b>Computing</b>	<b>Coding</b>	Understanding what coding is. Coding characters to move in certain ways.
<b>Art and Design</b>	<b>Dinosaur bones</b>	Creating 3D pictures of dinosaur skeletons. Making salt dough fossils. Experimenting with different drawing techniques to create observational drawings of fossils.
<b>Music</b>		
<b>Design and Technology</b>	<b>Plan Do Review</b>	Use the Plan Do Review cycle to create a product of their choosing based on this term's topic.
<b>History</b>	<b>Stomp, stomp, roar!</b>	Learning about the life and work of Mary Anning.
<b>Geography</b>	<b>Human and Physical</b>	Using world maps, atlases and globes to identify the countries, continents and oceans where different dinosaurs have been discovered.
<b>Physical Education</b>	<b>Weather</b>	To explore changes in size, speed, level and dynamics and use gestures and travelling. Move in a controlled manner at different speeds and directions. Create and perform simple movement sequences
	<b>Cricket</b>	Cricket with a specialist coach.
<b>RSHE and Cultural Diversity</b>	<b>Caring Friendships</b>	Understand what is meant by 'friends'. Know that friendships can change and that they can have different friends who enjoy doing different things with them.
	<b>Online relationships</b>	Understand that friends ask each other to play, enjoy each other's company, the same activities and feel a sense of belonging.
	<b>Respectful Relationships</b>	Understand facial expressions, tone and gestures when talking to someone. Begin to know these convey meaning, as well as words.
	<b>Internet Safety and Harms</b>	Recognise the characteristics of good friendships: kindness, trust, respect.
	<b>Drugs and Tobacco</b>	Understand the different types of bullying (including cyber-bullying), the impact of bullying, responsibility of bystanders (primarily reporting to an adult) and how to get help.
	<b>Sustainable Development</b>	Understand the idea of a conversation online: turn-taking, replying, being polite. Share websites used at home and any games played. Share age appropriate websites and discuss the benefits of the internet.
	<b>Co-operation</b>	Understand the risks of online conversations. Learn that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Begin to understand that everything online is not necessarily true.  Discuss sleep/physical activities and the need to switch off devices before bed and bedtime routines.  Understand which adults they can ask for help from at home and at school. Understand why they shouldn't use devices without adult permission.

		<p>Understand that medicine can help us get better and the importance of a grown-up administering it. Discuss experiences of having medicine from the doctor/ vaccines. Know not to eat or drink things unless a grown-up has given it to them.</p> <p><i>Appreciate and care for living things and own environment.</i></p> <p><i>Use knowledge of others' viewpoints to resolve problems and compromise</i></p>
<b>Religious Education</b>	<p><b>Easter</b></p> <p><b>What makes a place special?</b> -for Christians and Muslims</p>	<p>Why do Christians celebrate Easter? Looking at the Easter story.</p> <p>Visit a church and compare to a mosque. Identifying places which are special to Christians – including a visit to explore St Matthew's church Naming special objects inside the church and a mosque and thinking about why people go to a special place.</p>
<b>Oracy</b>		Recognise when they haven't understood something and ask a question to clarify.

<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 fossils from Sidgwick Museum</p>
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# Our Curriculum for Year 1 for the First Half of Summer Term

## 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. Re-telling traditional fairy tales stories. Adapting traditional fairy tale stories to write our own stories.
	<b>Focus Books</b>	The Gruffalo Little Red Riding Hood Traditional Tale. Little Red by Bethan Woollvin. Tidy. The Princess and the Pea.
	<b>Grammar</b>	Adding the prefix un- and exploring how this changes the meaning of words. Adding the suffixes -er and -est, exploring how this changes the meaning of words.
<b>Mathematics</b>	<b>Multiplication and division</b>	Answer one-step problems that use multiplication and division, using objects and pictorial representations and arrays with support of the teacher. Count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets.
	<b>Fractions</b>	Find and name $\frac{1}{2}$ (half) of an object, shape or amount. Find and name $\frac{1}{4}$ (quarter) as one of four equal parts of an object, shape or amount.
	<b>Position and Direction</b>	Describe position, direction and movement including whole, half and three quarter turns. Describe how a person or object has moved using forwards, backwards, up, down, left and right.
<b>Science</b>	<b>Seasonal Change</b>	Exploring changes between spring and summer. Recording/ observing the weather.
	<b>Plants</b>	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.
	<b>Working scientifically</b>	Using simple equipment to observe the growth of pea seeds. Show working using pictures and labels. Recording findings using standard units and putting information into a simple chart.
<b>Computing</b>	<b>Animated Stories</b>	Knowing the difference between a traditional book and an e-book. Creating their own e-books and learning to add animation, text, sound, voice recordings. Learning to copy and paste, and save their own work.
<b>Art and Design</b>	<b>Colour mixing – hot and cold colours</b>	Naming primary and secondary colours, learning to mix colours and recognising hot and cold colours. Using painting to communicate something about themselves and create different moods in paintings.
	<b>Monet Van Gough</b>	Choosing when to use thick and thin brushes.

<b>Music</b>	<b>Little Red Riding hood</b>	Learning songs by heart. Use voices to sing. Performing to an audience.
<b>Design and Technology</b>		
<b>History</b>		
<b>Geography</b>	<b>Plants</b>	Naming and describing the parts of a plant, identifying a range of common plants and trees. Naming and describing the parts of a tree, and the difference between deciduous and evergreen trees.
	<b>Working Scientifically</b>	Recording weather findings using standard units and putting information into a chart.
	<b>Seasonal change – Signs of Summer</b>	Answering questions about the weather and keeping a weather chart. Explaining why they would wear different clothes at different times of the year.
<b>Physical Education</b>	<b>Swimming</b>	Weekly swimming lessons at Parkside Pool
	<b>Games</b>	Develop skills of throwing, catching, balancing and aiming.
<b>RSHE and Cultural Diversity</b>	<b>Respectful Relationships</b>	Look at stereotypes through fairy tales e.g. princesses
	<b>Health and Prevention</b>	Recap how to use sun cream and why it's important. What else can we do on a hot day? Wearing a hat, keeping hydrated and sitting in the shade.
	<b>Mental Wellbeing</b>	Discuss how to achieve good quality sleep: routine, going to bed at reasonable time, regular exercise, going outside, limiting screen time and turning off devices 2 hours before sleep. Link to internet safety and harms and importance of routines.
	<b>Health and prevention</b>	
	<b>Human Rights</b>	
	<b>Equality</b>	Understand that we have 'baby' teeth and 'adult' teeth, the importance of brushing twice a day and the impact of sugary foods.
	<b>Sustainable Development</b>	Learn facts and science around hayfever, stings and bites and antihistamines.
	<b>Belonging</b>	Understand what is meant by 'appropriate' in the context of behaviour in response to feelings. Practise appropriate responses based on scenarios in stories.
		Understand the positive benefits of routines – sleep, regular meals, limited screen times and regular exercise.
		Introduce the idea of 'self-care' and the importance of looking after themselves. Draw connections between the things they enjoy doing and how it makes them feel – birthdays, religious celebrations, parties, play-dates, school trips, games they enjoy.
		Understand the difference between boredom and loneliness.



		<p><i>Understand the basic needs for human life. Understand rights in class and school.</i></p> <p><i>Understand what is fair and unfair.</i></p> <p><i>Start to value resources and learn not to waste them</i></p> <p><i>To understand we should not limit others by gender stereotypes.</i></p> <p><i>Have a sense of self and unique personal identity within groups.</i></p>
<b>Religious Education</b>	<b>Books and Stories</b>	<p>Why are books and stories special? What books are special to me?</p> <p>Look at some stories from the Bible.</p>
<b>Oracy</b>		<p>Use of sentence stems for building and challenging (agreeing, disagreeing and using 'because' to give reasons).</p> <p>Offer reasons for opinions.</p>

<b>Educational Visits/Visitors</b>	Walk to the Botanical Gardens to observe signs of spring and summer.
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# Our Curriculum for Year 1 for the Second Half of Summer Term

## Context for Learning: Castle Quest!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	<b>Fiction</b>	Using imagination to change parts of a story. Use conjunctions like 'and', 'so', 'but' and 'because' to join sentences. Using adverbs to order events, such as 'first', 'then' and 'next'.
	<b>Focus Books</b>	Hector and the Big Bad Knight
	<b>Non-Fiction</b>	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
<b>Mathematics</b>	<b>Place Value</b>	Counting to and past 100 forwards and backwards starting from any number. Reading and writing numbers to 100 in numerals. Partitioning two digit numbers into tens and ones (units) using concrete or pictorial resources to support if needed.
	<b>Measurement (money)</b>	Recognising the worth of different coins or notes.
	<b>Measurement (time)</b>	To tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening. Practise knowing days of the week, weeks, months and years. Learning to tell the time in hours and draw this on a clock face. Learning to tell what the time is to half past the hour and draw this on a clock face. To measure time in hours, seconds or minutes and write these measurements down. Practice solving problems for time, being able to tell if something is quicker or slower.
<b>Science</b>	<b>Everyday materials</b>	Naming, describing and sorting different everyday materials according to their properties. Finding out which materials are the best materials to use for certain purposes e.g. buildings, cooking, clothes etc
	<b>Working scientifically</b>	Investigating different materials by performing a simple test and telling others about what they have done.
<b>Computing</b>	<b>Spreadsheets</b>	Learning to use spreadsheets, adding images to a spreadsheet and counting items on a spreadsheet.
	<b>Programming</b>	Learning to use direction keys to create simple algorithms. Creating challenges for each other using simple programming.

<b>Art and Design</b>	<b>Printing</b>	Printing with sponges, vegetables and fruit. Printing onto paper and textile. Designing a printing block and creating a repeating pattern. Creating a castle painting.
	<b>Observational drawings of signs of summer</b>	
<b>Music</b>	<b>In the Groove</b>	How to be in the groove with different styles of music.
<b>Design and Technology</b>	<b>Fruit salad</b>	Designing, making and evaluating a fruit salad. Using and practising cutting skills using knives.
<b>History</b>	<b>Castles</b>	Identifying features of a castle and thinking about who would have lived there. Understanding that Britain has a monarchy.
	<b>Homes throughout time</b>	Understanding the changes that have happened within houses over the past 150 years.
<b>Geography</b>	<b>The United Kingdom</b>	Identifying the four countries making up the United Kingdom. Naming some main towns and cities in the UK. Using different resources including books, the internet and atlases to answer questions.
<b>Physical Education</b>	<b>Swimming</b>	Swimming lessons will continue at Parkside Swimming Pools for all three classes
	<b>Athletics</b>	Preparation for Sports Day.
<b>RSHE and Cultural Diversity</b>	<b>Healthy Eating</b>	<p>Understand that food gives us energy and helps us grow and fight off diseases. Learn the principles of planning and preparing a range of healthy meals. Understand that some foods are unhealthy, as they contain too much salt, saturated fat or sugar.</p> <p>Learn about exercise: what is it? Discuss sports and clubs both in and out of school and learn about the characteristics and benefits of an active lifestyle. Learn how and when to seek support, including which adults to speak to in school if they are worried about their health.</p> <p>Learn what to do if they are hurt. How can they help themselves if they have been injured? Discuss the difference between being unwell and injured. Understand how to make a 999 call. Practise in a classroom. Understand what is meant by 'emergency' and the importance of calling 999 in that situation.</p> <p><i>Have a desire to improve the world we live in.</i></p> <p><i>Be willing to take turns and share. Work cooperatively to solve problems or achieve goals.</i></p> <p><i>Understand immediate and local environment and simple links with other places (e.g. through food).</i></p> <p><i>Be willing to stand up and speak for others to defend their rights.</i></p> <p><i>Be willing to take part in activities both inside and outside of the classroom.</i></p>
	<b>Physical Health and Fitness</b>	
	<b>Basic First Aid</b>	
	<b>Democracy</b>	
	<b>Equality</b>	
	<b>Globalisation</b>	
	<b>Citizenship</b>	
	<b>Active Participation</b>	
	<b>Co-operation</b>	
<b>Religious Education</b>	<b>How do the stories from the</b>	Looking at different stories from the Gurus and how this affects Sikh children.

	<b>Gurus affect Sikh children?</b>	
<b>Oracy</b>		<p>To organise group discussions independently of an adult e.g. in trios.</p> <p>Be able to build on and challenge other points of view - polite disagreement.</p>

<b>Educational Visits/Visitors</b>	<p>Visit to Hedingham Castle</p> <p>Sports Day on Parker's Piece</p> <p>Visit to St Matthew's Church</p>
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