

# Barnfields Primary School



Year 1  
2021 – 2022

## Curriculum Outline

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

ACADEMIC YEAR 2021 -2022	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	The Great Dino Dig!	Toy Stories	A Time to Grow		A Knight's Tale	
Visits/Visitors	Dino Man	Museum of Cannock Chase – Toy Museum	Local Farm and Shops		Stafford Castle	
Learning Celebrations	Sharing of Dinosaur Facts – Dr Jones	Family Toy Questionnaire	Home Grown Food Tasting Event		A day in the life of someone within the castle walls...	
Local Links						
Texts Used F: Fiction P: Poetry NF: Non-fiction V: Video  Italics: Traditional Tale  <b>Bold:</b> <b>Classic texts</b>	Dinosaur Stomp! By Jeanne Willis (F)  Dinosaur Fact Files (NF)  Dear Dinosaur by Chae Strathie (F)	Lost in the Toy Museum by David Lucas (F)  The Toy Maker (F)	Oliver's Vegetables by Vivian French (F)  Jim and the Beanstalk by Raymond Briggs (F)  Jack and the Beanstalk (F)  Handa's Surprise by Eileen Browne(F)  The Enormous Potato by Aubrey Davis (F)		George and the Dragon by Chris Wormell (F)  The Kiss that Missed by David Melling (F)  The Queen's Hat by Steve Arnold (F)	
Reading	<p><b>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</b></p> <p><b>Word Reading</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>					

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

		<ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>			
		English Writing	Fiction	Character descriptions Poetry	Character descriptions Story recount
	Non-Fiction	Fact files Letters Instructions Labels	Instructions Lists and labels	Instructions Lists and labels Recipes	Fact files Recount (trip)
Writing (including Grammar, Punctuation and Spelling)		<p><b>We will decide on SPaG through weekly planning depending on childrens' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:</b></p> <p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Write simple sentences.</li> <li>Sentence structures often draw more on characteristics of spoken language than those of written language, with repetition of pronouns and simple verbs.</li> <li>To write simple compound sentences using 'and'.</li> <li>Words are separated with spaces independently.</li> <li>To correctly use capital letters and full stops to demarcate some sentences.</li> </ul>			

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	<ul style="list-style-type: none"> <li>To begin to use question marks and exclamation marks to demarcate sentences.</li> <li>To consistently use capital letters for the personal pronoun 'I' and begin to use capital letters for some proper nouns (e.g. days of the week, other names).</li> </ul> <p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>Sentences are planned orally before they are written.</li> <li>Sequenced sentences are starting to be formed based on fictional and real experiences; this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>Checks that their writing makes sense by re-reading and makes simple changes where suggested.</li> <li>Uses vocabulary that is appropriate to the subject matter.</li> <li>Some use of adjectives for description.</li> <li>Writing refers to the context of task</li> </ul> <p><b>Writing: Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. There is an increasingly accurate use of the prefix un- and suffixes when adding –ing, -ed, -er and –est to the spelling of the root word (see National Curriculum Appendix 1).</li> <li>Begins to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>Holds a pencil comfortably and correctly</li> <li>Forms capital letters and digits 0-9</li> <li>Understands which letters belong to the handwriting 'families' and is able to practise these.</li> </ul>					
Mathematics (White Rose)	<b>Number: Place Value (within 10)</b>  <b>Number: Addition and Subtraction (within 10)</b>	<b>Geometry: Shape</b>  <b>Number: Place Value (within 20)</b>	<b>Number: Addition and subtraction (within 20)</b>  <b>Number: Place Value (within 50)</b>	<b>Measurement: Length and Height</b>  <b>Measurement: Weight and Volume</b>	<b>Number: Multiplication and Division</b>  <b>Number: Fractions</b>  <b>Geometry: Position and Direction</b>	<b>Number: Place Value (within 100)</b>  <b>Measurement: Money</b>  <b>Measurement: Time</b>
Science	<b>Parts of Animals and Types of Animals</b> Identify, name and describe the structure of a variety of common animals that are birds,	<b>Identifying and Comparing Materials</b> Identify and name a variety of everyday materials.	<b>Changing Seasons</b> Observe the apparent movement of the Sun during the day.  Observe and describe weather associated with the seasons and how day length varies.		<b>Types of Plants</b> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.	

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	<p>fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Compare and group together a variety of everyday materials.</p>	<p>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe the weather associated with the seasons and how day length varies.</p>
History	<p><b>Events beyond living memory/lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p>To learn about prehistoric life through dinosaurs and to focus on the life of Mary Anning.</p> <p>To understand the importance of fossils</p>	<p><b>Changes within living memory</b></p> <p>To learn about how toys have changed in the past, using timelines.</p>	<p><b>Significant historical events, people and places in their own locality</b></p> <p>To find out about the history of farming in Staffordshire, particularly why we have a harvest.</p> <p>To explore the history of Barnfields and how the site was once a farm.</p>	<p><b>A local history study</b></p> <p>Stafford Castle and the links to William the Conqueror.</p>

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	and how they help tell us about the past.			
Geography	<b>Geographical Skills</b> To use world maps to show where dinosaurs may have originated from.	<b>Locational Knowledge</b> To understand where toys come from around the world.	<b>Human and Physical Geography</b> To compare our locality with Kenya, focusing on the growing of fruits and vegetables.  <b>Fieldwork: School Grounds</b> Growing in the allotment area in school	<b>Geographical Skills and Fieldwork</b> Visit to Stafford Castle – focusing on the different features and the role they played during the past.
Art	<b>Drawing</b> To use a variety of media and resources to draw and label a variety of dinosaurs.  <b>Sculpture</b> To sculpt dinosaur eggs from clay and other malleable materials.  <b>Collage</b> To design and make their own dinosaur collages in 2D and 3D.	<b>Drawing</b> To produce observational drawings of a range of toys.  To design and draw their own wooden spoon puppet.  To design and draw their own hand puppet.	<b>Printing</b> To print simple pictures with a range of fruit and vegetables.  <b>Drawing</b> To produce observational drawings of a range of fruit and vegetables.  <b>Painting</b> To explore African artwork and patterns through colour and shape. To explore and develop colour and pattern through African artwork and prints. (Repeating patterns)	<b>Drawing</b> ARTIST: To study the work of <i>Paul Klee</i> and look at the piece entitled 'Castle and Sun.'  To observe and sketch a castle and its keep. To draw and label the parts of a castle.  To design and draw their own family shield with crests and their own castle flag.
Design and Technology	<b>Structure</b> To design and make a 3D dinosaur from a variety of resources.	<b>Textiles</b> To design and make their own hand stitched hand puppet.	<b>Cooking and Nutrition</b> To know about good food hygiene and preparation when making their own oat biscuits, fruit salads and vegetable soup.	<b>Structure</b> To design and make their own castle/keep structures from a variety of construction materials.

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	<b>Levers and Sliders</b> To cut and stick and make a 2D dinosaur with a moving part. (joining, sticking.)		To know how fruit and vegetables are grown and help to produce their own food in our class allotment.  To understand foods that compliment a healthy lifestyle.  To cut, peel and grate a variety of fruit and vegetables safely using the correct tools.			
Computing (Kapow Primary)	<b>Getting Started</b> Introducing the children to logging in and using technology for a purpose, including creating art.	<b>Programming Bee-Bots</b> Using Bee-Bots to navigate an area and constructing simple algorithms, through the story of The Three Little Pigs.	<b>Algorithms Unplugged</b> Learning how computers handle information by exploring 'unplugged' algorithms – completing tasks away from the computer.	<b>Digital Imagery</b> Taking and manipulating digital photographs, including adding images found via a search engine.	<b>Introduction to Data</b> Learning about what data is and how it can be represented and using these skills to show the findings of a minibeast hunt.	<b>Rocket to the Moon</b> Appreciating the value of computers, understanding that that helped us to the moon.
Music	<b>Hey You!</b> Old School Hip Hop How pulse, rhythm and pitch work together	<b>Rhythm in The Way We Walk and The Banana Rap</b> Reggae Pulse, rhythm and pitch; rapping, dancing and singing	<b>In The Groove</b> Blues, Baroque, Latin, Bhangra, Folk and Funk. How to be in the groove with different styles of music.	<b>Round and Round</b> Bossa Nova Pulse, rhythm and pitch in different styles of music.	<b>Your Imagination</b> Pop Using your imagination.	<b>Reflect, Rewind and Replay</b> Classical The history of music, look back and consolidate your learning, learn some of the language of music
Physical Education	<b>Games – ball skills</b>  <b>Dance</b>	<b>Games – multi-skills</b>  <b>Dance</b>	<b>Games – ball skills</b>  <b>Gymnastics</b>	<b>Games – multi-skills</b>  <b>Playground Games</b>	<b>Games – ball skills</b>  <b>Athletics/Sports Day</b>	<b>Games – multi-skills</b>  <b>Athletics/Sports Day</b>
Relationships, Sex and Health Education (Jigsaw PSHE)	<b>Being Me in My World</b> Importance of a happy and safe place to learn	<b>Celebrating Difference</b> Recognising differences and what makes people special	<b>Dreams and Goals</b> Celebrating success and understanding what it feels like	<b>Healthy Me</b> Understanding why our body is amazing	<b>Relationships</b> Understanding why some relationships are special	<b>Changing Me (Sex Education)</b> The difference between boys and girls

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

<p>Religious Education  (Staffordshire Agreed Syllabus)</p>	<p><b>Caring</b> Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions.</p>	<p><b>Belonging</b> Find out about ceremonies in which special moments in the life cycle are marked.</p>	<p><b>Celebrations</b> Explore the preparations for and find out about the celebration of festivals.</p>	<p><b>Families</b> Listen to and ask questions about stories of individuals and their relationship with God.</p>	<p><b>Answers</b> Engage with stories and extracts from religious literature and talk about their meanings</p>	<p><b>Worship</b> Find out about how and when people worship and ask questions about why this is important to believers</p>
---	---	--	--	--	--	---

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**