

Barnfields Primary School



Year 1 Curriculum Outline 2022-2023

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

| ACADEMIC YEAR | 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 | Toy Stories | | Explorer's and Journeys | | Knights and castles | |
| Visits/Visitors | Museum of Cannock Chase – Toy Museum | | Space Camp | | Stafford Castle | |
| Learning Celebrations | Family Toy Questionnaire | | | | A day in the life of.... | |
| Local Links | Wildwood | | Cosford Airspace Museum | | Stafford castle | |
| Reading (NC) | <p>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</p> <p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading. <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> . listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently . being encouraged to link what they read or hear read to their own experiences . becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics . recognising and joining in with predictable phrases | | | | | |

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- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Reading Texts



Writing Texts



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Writing (NC)

We will decide on SPaG through weekly planning depending on children's' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:

Writing: Sentence Structure/Grammar and Punctuation

- Write simple sentences.
- Sentence structures often draw more on characteristics of spoken language than those of written language, with repetition of pronouns and simple verbs.
- To write simple compound sentences using 'and'.
- Words are separated with spaces independently.
- To correctly use capital letters and full stops to demarcate some sentences.
- To begin to use question marks and exclamation marks to demarcate sentences.
- 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).

Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)

- Sentences are planned orally before they are written.
- 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.
- 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).
- Checks that their writing makes sense by re-reading and makes simple changes where suggested.
- Uses vocabulary that is appropriate to the subject matter.
- Some use of adjectives for description.
- Writing refers to the context of task

Writing: Spelling and Handwriting

- 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).
- 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).
- Holds a pencil comfortably and correctly
- Forms capital letters and digits 0-9
- Understands which letters belong to the handwriting 'families' and is able to practise these.

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| Audience and Purpose | <p>Writing to Entertain Short/Images from Toy Story Narrative – Character Description</p> <p>Writing to Entertain Lost at the Toy Museum by David Lucas Narrative – Mystery Story</p> <p>Writing to Entertain The Enormous Potato by Aubrey Davies Narrative – Folktale</p> | <p>Writing to Entertain Pinocchio by Carlo Collodi Narrative – Fairy Tale</p> <p>Writing to Entertain The Bog Baby by Jeanne Willis Narrative – Adventure Story</p> <p>Writing to Inform Letter to Santa</p> | <p>Writing to Entertain Man on the Moon by Simon Bartram Narrative – Adventure Story</p> <p>Writing to Entertain Whatever Next! by Jill Murphy Narrative – Adventure Story</p> <p>Writing to Inform Recount based on real experience</p> | <p>Writing to Entertain The Something by Rebecca Cobb Narrative – Mystery Story</p> <p>Writing to Entertain Partly Cloudy (Pixar Short Film) Narrative – Adventure Story</p> <p>Writing to Inform Recount based on real experience</p> | <p>Writing to Entertain The Queen’s Hat by Steve Antony Narrative – Adventure Story</p> <p>Writing to Entertain The Egg by M.P. Robertson Narrative – Fantasy Story</p> <p>Writing to Inform Recount based on real experience</p> | <p>Writing to Entertain George and the Dragon by Chris Wormell Narrative – Fantasy Story</p> <p>Writing to Entertain The Kiss That Missed by David Melling Narrative – Adventure Story</p> <p>Writing to Inform Recount based on real experience</p> |
| Mathematics (White Rose) | <p>Place Value within 10 Addition and Subtraction within 10 Shape</p> | | <p>Place Value within 20 Addition and Subtraction within 20 Place Value within 50 Length and Height Mass and Volume</p> | | <p>Multiplication and Division Fractions Position and Direction Place Value within 100 Money Time</p> | |
| Science | <p>Animals, Including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p> | | <p>Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> | | <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> | |

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| | <p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | | Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| History | <p>Toys Over Time</p> <p>Children learn about special memories, customs and traditions.</p> | <p>Explorers and Journeys</p> <p>A study into how significant individuals have made an impact on our lives.</p> | <p>Knights and Castles</p> <p>A study of Stafford Castle, life in castles, Kings and Queens.</p> |
| Geography | <p>Barnfields and Wildwood</p> <p>Use fieldwork skills to understand where are school is located.</p> | <p>Weather Patterns</p> <p>Understand the weather of the UK and compare this with the North and South Pole.</p> | <p>Discover the United Kingdom</p> <p>Use maps, photographs and other geographical resources to establish an understanding of the United Kingdom.</p> |
| Art | <p>Sculpture Drawings</p> <p>Draw and sketch a variety of toys.</p> <p>Create a sculpture of favourite toys</p> | <p>Printing</p> <p>Artist focus: Giuseppe Arcimboldo Create a print with fruits and vegetables</p> | <p>Drawings</p> <p>Artist focus: Paul Klee Drawing castles, using Stafford Castle as inspiration.</p> |

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| Design and Technology | Textiles: Templates and Joining To design and make a hand puppet for a young child to play with. | | Food and Nutrition: Fruit To make a healthy fruit salad for my friend. | | Mechanisms: Wheels and Axis To design and make a vehicle fit for royalty. | |
| Computing (Kapow Primary) | Computer systems and networks: Improving mouse skills Introducing the children to logging in and using technology for a purpose, including creating art. | Programming 1: Algorithms Unplugged Learning how computers handle information by exploring 'unplugged' algorithms – completing tasks away from the computer. | Skills showcase: Rocket to the Moon Appreciating the value of computers, understanding that that helped us to the moon. | Programming 2: Bee-Bots Using Bee-Bots to navigate an area and constructing simple algorithms, through the story of The Three Little Pigs. | Creating Media: Digital Imagery Taking and manipulating digital photographs, including adding images found via a search engine | Data handling; Introduction to Data Learning about what data is and how it can be represented and using these skills to show the findings of a minibeast hunt. |
| Music | Hey You! Old School Hip Hop How pulse, rhythm and pitch work together | Rhythm In The Way We Walk and The Banana Rap Reggae Pulse, rhythm and pitch; rapping, dancing and singing | In The Groove Blues, Baroque, Latin, Bhangra, Folk and Funk. How to be in the groove with different styles of music. | Round and Round Bossa Nova Pulse, rhythm and pitch in different styles of music. | Your Imagination Pop Using your imagination. | Reflect, Rewind and Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music |
| Physical Education | Dance Ball Skills | Multi-Skills Dance | Gymnastics Ball Skills | Playground games Multiskills | Athletics Sports Day | Multiskills |
| Relationships, Sex and Health Education (Jigsaw PSHE) | Being Me in My World Importance of a happy and safe place to learn | Celebrating Difference Recognising differences and what makes people special | Dreams and Goals Celebrating success and understanding what it feels like | Healthy Me Understanding why our body is amazing | Relationships Understanding why some relationships are special | Changing Me (Sex Education) The difference between boys and girls |

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