

Barnfields Primary School





Year 1
Curriculum Outline
2024-2025

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
Visits/Visitors	Museum of Cannock Chase – Toy Museum			Stafford Castle		
Learning Celebrations	Toy museum/Christmas craft		Showcase of aspect within curriculum		Car Showcase	
Local Links	Wildwood			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 . learning to appreciate rhymes and poems, and to recite some by heart . discussing word meanings, linking new meanings to those already known 					

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	<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • 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	
Writing (NC)	<p>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:</p>

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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 The Enormous Potato by Aubrey Davies Narrative – Folktale</p>	<p>Writing to Entertain The Bog Baby by Jeanne Willis Narrative – Adventure Story</p> <p>Writing to Entertain Lost at the Toy Museum by David Lucas Narrative – Mystery 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 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>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>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>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> <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>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
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 our 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</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>
Design and Technology	<p>Textiles: Templates and Joining</p> <p>To design and make a hand puppet for a young child to play with.</p>	<p>Food and Nutrition: Fruit</p> <p>To make a healthy fruit salad for my friend.</p>	<p>Mechanisms: Wheels and Axles</p> <p>To design and make a vehicle fit for royalty.</p>

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Computing (Kapow Primary)	Computer systems and networks: Improving mouse skills Logging in to a computer Developing mouse skills to drag and drop, click and control the cursor to create art.	Programming 1: Algorithms Unplugged Learning about algorithms, decomposition and debugging in a familiar context. Learning why instructions need to be specific.	Skills showcase: Rocket to the Moon Developing keyboard and mouse skills through designing, building and testing. Designing and creating a rocket and recording the data from the experiment.	Programming 2: Bee-Bots Introducing the programming of a Bee-Bot. exploring the functions of a Bee-Bot.	Creating Media: Digital Imagery Taking and editing photos. Searching and adding images to a project.	Data handling; Introduction to Data Learning what data is and the different ways it can be represented. Learning why data is useful.
Music	Hey You! Old-School Hip Hop	Rhythm In The Way We Walk and The Banana Rap Reggae and Hip Hop	In The Groove Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and Round Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Your Imagination Pop	Reflect, Rewind and Replay Western classical music. Choice of styles to revisit
Physical Education	Games - Ball Skills Dance	Games - Multi-Skills Dance	Games - Ball Skills Gymnastics - floor	Games - Multi-skills Gymnastics – apparatus	Athletics Athletics - Ball skills	Net and wall – intro to tennis Games - Multi-skills
Relationships , Sex and Health Education (Jigsaw PSHE)	Being Me Who am I and how do I fit?	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique.	Dreams and Goals Aspirations, how to achieve goals and understanding emotions that go with this.	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me (Sex Education) Coping positively with change. Body parts (M&F)

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Religious Education (Jigsaw R.E)	Creation Christianity What do Christians believe about God?	Incarnation Christianity What gifts might we have given Jesus?	Beliefs Islam Who is God to Muslims?	Salvation Christianity Why was Jesus welcomed like a celebrity on Palm Sunday?	Relationship with God Islam How important is the Prophet Muhammad to Muslims?	Teachings Islam How important is the Qur'an to Muslims?
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