



Barnfields Primary School

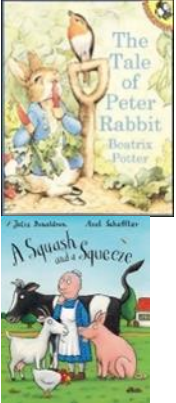

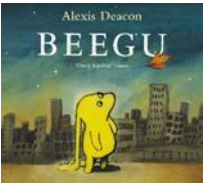



Year 1

**Curriculum Outline
2025-2026**






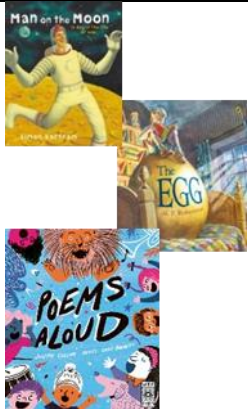

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Yr1 National Curriculum	<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 • 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 					

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<p>Phonics</p> <p>Little Wandle</p>	<p>Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p>Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup any many again who whole where two school call different thought through friend work</p>	<p>Phase 5 graphemes /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor once laugh because eye</p>	<p>Summer 1: Phonics Screening Check – no new GPCs or tricky words</p>	<p>Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more busy beautiful pretty hour move improve parents shoe</p>
<p>Reading Texts</p>						

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Writing Texts						
Writing Yr1 National Curriculum	<p>Writing: Sentence Structure/Grammar and Punctuation</p> <ul style="list-style-type: none"> • 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). <p>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</p> <ul style="list-style-type: none"> • 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 					

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	<p>narrative writing but the form may not be sustained.</p> <ul style="list-style-type: none"> • 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 <p>Writing: Spelling and Handwriting</p> <ul style="list-style-type: none"> • 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. 					
Audience and Purpose	<p>Writing to Entertain You Choose by Nick Sharratt and Pippa Goodhart Narrative</p> <p>Writing to Entertain The Enormous Potato by Aubrey Davies Narrative</p> <p>Writing to Entertain I want my hat back by Jon Klassen Narrative</p>	<p>Writing to Entertain The Bog Baby by Jeanne Willis Narrative</p> <p>Writing to Entertain Owl Babies by Martin Waddell Narrative</p> <p>Writing to Inform Dear Father Christmas by Alan Durant Letter to Santa</p>	<p>Writing to Entertain The Queen’s Hat by Steve Antony Narrative</p> <p>Writing to Entertain Get Up, Elizabeth! by Shirin Yim Bridges Narrative</p> <p>Writing to Entertain The Ugly Duckling Narrative</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 Whatever Next! by Jill Murphy Narrative</p> <p>Writing to Entertain Partly Cloudy (Pixar Short Film) Narrative</p> <p>Writing to Inform Recount based on real experience</p>	<p>Writing to Entertain Man on the Moon by Simon Bartram Narrative</p> <p>Writing to Entertain The Egg by M.P. Robertson Narrative</p> <p>Writing to Entertain Poems Aloud by Joseph Coelho Rhyming Poetry</p> <p>Writing to Inform Recount based on real experience</p>	<p>Writing to Entertain The Lighthouse Keeper’s lunch Narrative</p> <p>Writing to Entertain The Kiss That Missed by David Melling Narrative</p> <p>Writing to Inform Recount based on real experience</p>

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<p>Mathematics White Rose</p>	<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>
<p>Mastering Number</p>	<p>Composition of 5,6,7,8 9 and 10 Use the language of comparison: more than and fewer than Recap the order of numbers to 10 Focus on numbers that can be made with 'doubles' Odd and even numbers Focus on representations of ordinality</p>	<p>Composition of 7 and 9 Partitioning numbers within 10 Recap odd and even numbers Use the language of 'whole', 'split' and 'part' alongside the part-partwhole diagram Application of 1 more and 1 less Explore the effect of adding or subtracting 2 to odd/ even numbers Number facts for numbers to 10</p>	<p>Composition of 11-19 Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' Practise recalling the composition of the numbers 6, 7, 8 and 9</p>
<p>Science</p>	<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>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>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

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History	<p>The History of Barnfields and its Community</p> <p>Children will learn how school life has changed over time, comparing the experiences of children in the past with those of today, and considering what makes schools important and unique across different eras.</p> <p>Enquiry Question: Would you prefer to be at school now or in the past, and why?</p>	<p>Kings and Queens</p> <p>Children will learn what a monarch is, who our current monarch is, explore the role of the King, discover the Royal Family, and find out about significant monarchs like Elizabeth I and their impact.</p> <p>Enquiry Question: Why do we celebrate the king?</p>	<p>Fantastic Females</p> <p>Children will explore the lives of Mary Seacole and Florence Nightingale, learn about their early experiences, compare their contributions to nursing during the Crimean War, and evaluate the challenges they faced and the impact they made.</p> <p>Enquiry Question: How did Florence Nightingale and Mary Seacole help make nursing better for people today?</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>Spirals</p> <p>Artist Focus: Molly Haslund</p> <p>Using drawing, collage and mark making to explore spirals.</p>	<p>Watercolour</p> <p>Artist Focus: Emma Burleigh</p> <p>To create landscapes of space using watercolour paints.</p>	<p>Playful making</p> <p>Artist Focus: Andrea Butler</p> <p>Transforming drawing from 2-D to 3-D to make a bird, reptile or a mammal.</p>
Design and Technology	<p>Textiles: Templates and Joining</p> <p>To design and make an Autumn leaf hanging decoration for our classroom.</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 helpful invention on wheels for a character in Rosie Revere Engineer.</p>

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Computing Teach Computing	Computer Systems and Networks Technology Around Us Recognising technology in school and using it responsibly.	Creating media Digital Painting Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally.	Programming A Moving a Robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Data and information Grouping Data Exploring object labels, then using them to sort and group objects by properties.	Creating Media Digital Writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming B Programming Animations Designing and programming the movement of a character on screen to tell stories.
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)
Religious Education Staffordshire Agreed Syllabus	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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