



Year 1 Curriculum Plan 2023-2024

'It's ultimately the purpose of education to cultivate the love of learning for its own sake'

Curriculum Intent:

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: **Cultural Diversity, Curiosity, Community, and Character**. These opportunities intend to take children beyond their everyday experiences and inspire them to excel.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| School values | School vision | Care | Aspire | Respect | Excel | Reflnest |
| Learning Powers | | Resilience | Co-operative | Reflective | Curiosity | |
| British Values | Democracy | Rule Of law | Respect | Tolerance | Individual Liberty | |
| Educational Visits | | Winscombe Village Walk - houses | | Winscombe Village Walk – traffic survey | | Visit to Weston Museum |
| WOW Events | Tree Preservation Society | Den making day | African dance and drumming workshop Tree Preservation Society | | Pirate Day | Tree Preservation Society |
| Topic | Through the Keyhole | | Home and Away | | Life on the Ocean Waves | |
| Key Texts | Dinosaur at the Bus stop Owl babies Night Animals | The Three Little Pigs Autumn Senses Poem A Picnic | Handas Surprise Handas Hen The Jolly Postman | The Enourmous Turnip Seeds Spike Milligan Poems | The Pirates Next Door When I was one | The Lighthouse Keeper stories Shape Poems |
| Outcomes/ Showcase | Recital of poem to parents | Nativity performance to parents | Recording drumming for parents on Class Dojo | Invite parents in to plant some of our vegetables | Invite parents in to showcase our learning for the term. | Invite parents in to eat the soup that we made from our vegetables |

English

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| Key Texts | <p>Narrative - Owl Babies Focus – To describe setting Non Fiction – Night Animals (a range of books about nocturnal animals) Focus – Non-Chronological reports Poetry – Aspirations poem linked to whole school topic Focus – To learn poetry by heart</p> | <p>Narrative – The Three Little Pigs Focus – To focus on character Non-Fiction – A Picnic Focus – To sequence instructions Poetry – Autumn Senses Poem Focus – To understand setting out a poem</p> | <p>Narrative – Handas Surprise / Handas hen Focus – To create suspense Non- Fiction – The Jolly Postman Focus –To set out a letter Poetry – linked to SLN competition Focus – as decided by SLN judges</p> | <p>Narrative – The Enourmous Turnip Focus – To describe a setting Non- Fiction – Seeds Focus – To explain how a plant grows Poetry – Spike Milligan's poems Focus – To look at a poets work</p> | <p>Narrative – The Pirates Next door Focus – To create action in our writing Non- Fiction –Adverts Focus – To use persuasive language Poetry – When I was one Focus – To create rhyme in our writing</p> | <p>Narrative – The Lighthouse Keeper stories Focus – To create different Opening/Ending Non- Fiction – Discussion – Should the seagulls have taken Mr Grinling's lunch? Focus – To understand another point of view Poetry – <u>Poetry</u> – A Collection of Shape Poems</p> |
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| Writing Genre | <p>Narrative - Rags to Riches tale</p> <p>Non Fiction - Information</p> <p>Poetry - linked to whole school topic</p> | <p>Narrative - Conquering the the Monster tale</p> <p>Non Fiction - Instruction</p> <p>Poetry - Poems linked to the world around us</p> | <p>Narrative - Journey tale</p> <p>Non Fiction - Recount</p> <p>Poetry - linked to SLN poetry competition</p> | <p>Narrative - Wishing tale</p> <p>Non Fiction - Explanation</p> <p>Poetry - Nonesense Poetry</p> | <p>Narrative - Warning Tale</p> <p>Non Fiction - Persuasion</p> <p>Poetry - Ryming Poetry</p> | <p>Narrative - Comparing tales</p> <p>Non Fiction - Discussion</p> <p>Poetry - Shape Poems</p> |
| Writing Outcome | <p>Narrative Outcome - Write Setting description of a wood</p> <p>Audience - Display writing</p> <p>Non Fiction Outcome - Write Non Chronological report on Nocturnal Animals</p> <p>Audience - Class book to share</p> <p>Poetry Outcome - Learn and recite poem</p> <p>Audience - School community</p> | <p>Narrative Outcome - Write a Character description of the wolf</p> <p>Audience - Classroom display</p> <p>Non Fiction Outcome - Write instructions to build a house</p> <p>Audience - Peers to follow instructions</p> <p>Poetry Outcome - Write our own Autumn poem based on our senses</p> <p>Audience - Read poems to our parents</p> | <p>Narrative Outcome - Write a surprise scenario</p> <p>Audience - Share our ideas with Red Class</p> <p>Non Fiction Outcome - Write a Thank you letter</p> <p>Audience - Thank you letter to our African dancer visitor</p> <p>Poetry Outcome - Write a poem to enter a competition</p> <p>Audience - SLN judges</p> | <p>Narrative Outcome - Write a story based upon the Enourmous Turnip</p> <p>Audience - Share our story with our Reading Buddies</p> <p>Non Fiction Outcome - Write an extract to explain how plants grow</p> <p>Audience - Class to make a science book on plants</p> <p>Poetry Outcome - Write a Nonesense poem based on Today I saw a little worm</p> <p>Audience - Share with Blue Class</p> | <p>Narrative Outcome - Write a warning tale</p> <p>Audience - Make a class book</p> <p>Non Fiction Outcome - Write an advert for a pirate</p> <p>Audience - Display adverts</p> <p>Poetry Outcome - Write a rhyming poem based upon When I was one</p> <p>Audience - Class Dojo</p> | <p>Narrative Outcome - Setting description</p> <p>Audience - Share with our peers</p> <p>Non Fiction Outcome - Write argumnets for and agaisnts seagulls taking Mrs Grinling's lunch</p> <p>Audience - Class Discussion</p> <p>Poetry Outcome - Write a Shape Poem</p> <p>Audience - Collate a book for Blue Class teacher as part of transition</p> |
| Vocabulary, Grammar and Punctuattion | <p>To talk and write in sentences</p> <p>To use capital letters and full stops to punctuate sentences</p> <p>To separate words with spaces</p> <p>To use conjunctions in sentences</p> <p>To recognise and use nouns and adjectives in discussion and in writing</p> <p>To ask questions and use question marks to punctuate questions in writing</p> <p>To understand and use imperative verbs</p> | | <p>To talk and write in sentences</p> <p>To use capital letters and full stops to punctuate sentences</p> <p>To use plural noun suffixes -s -es</p> <p>To add suffixes that can be added to verbs – ing ed - er</p> | | <p>To talk and write in sentences</p> <p>To capital letters and full stops to punctuate sentences</p> <p>To understand the prefix un- changes the meaning of verbs and adjectives</p> <p>To recognise and use exclamation marks</p> <p>To use capital letters for names and for the personal pronoun I</p> | |
| Spelling | <p>Phase 2 and 3 Common Exception words - the to l go no into me we be he she was you they all are my her said have like so do some come were there little one when out what</p> | <p>Phase 5 Digraphs - ay ou ie ea oy ir ue</p> | <p>Phase 5 Digraphs - aw wh ph ew oe au ey</p> | <p>Phase 5 Split Digraphs a-e e-e i-e o-e u-e</p> | <p>Adding s and es</p> <p>Endings -ing – ed -er</p> <p>Adding the prefix -un</p> <p>Division of words into syllables</p> <p>Adding -er -est</p> <p>Compound words</p> | |

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| <p>Reading</p> | <p>Word Reading To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to grapheme (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPC's that have been taught To read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word To read words containing taught GPC's and –s –es –ing –er and –est endings To read words of more than one syllable that contain GPC's To read words with contractions (for example I'm I'll we'll) and understand what the apostrophe represents the omitted letter(s) To read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words To re-read books to build up my fluency and confidence in word reading</p> <p>Comprehension To develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently -by being encouraged to link what I have read or heard to my own experiences -by becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics -by joining in with predictable phrases -by learning to appreciate rhymes and poems, and to recite some by heart -by discussing word meanings, linking new meanings to those already known To understand both the books that I can already read accurately and fluently and those I listen to -by drawing on what I already know or background information and vocabulary provided by my teacher -by checking that the text makes sense to me as I read and correcting inaccurate reading -by discussing the significance of the title and the events -by making inferences -by predicting what might happen on the basis of what has been read -by taking turns and listening to what others say To explain clearly my understanding of what is read to me</p> | | | | | |
| <p>Spoken Language</p> | <ul style="list-style-type: none"> -To listen and respond appropriately to adults and their peers -To use relevant strategies to build their vocabulary - To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas -To speak audibly and fluently with an increasing command of Standard English -To participate in discussions, presentations, performances, role play, improvisations and debates -To gain, maintain and monitor the interest of the listener(s) -To select and use appropriate registers for effective communication. <ul style="list-style-type: none"> - To ask relevant questions to extend their understanding and knowledge - To articulate and justify answers, arguments and opinions -To consider and evaluate different viewpoints, attending to and building on the contributions of others | | | | | |
| | <p>Outcome: Participate in whole class circle times</p> | <p>Outcome: Take part in Show and Tell questioning each other</p> | <p>Outcome: Participate in Role Play area as a Garden centre</p> | <p>Outcome: Participate in discussion in guided reading session</p> | <p>Outcome: Participate in hot seating activity about pirates</p> | <p>Outcome: Participate in a class debate linked to The Lighthouse Keepers Lunch</p> |

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| <p>Maths</p> | <p>Place Value (within 10)</p> <ul style="list-style-type: none"> - To sort objects -To count objects - To count objects from a larger group -To represent objects -To recognise numbers as words -To count on from any number -To work out 1 more -To count backwards within 10 -To work out 1 less - To compare groups by matching - To compare fewer, more, same -To find less than, greater than, equal to -To compare numbers -To order objects and numbers -To use the number line | <p>Addition and subtraction (within 10)</p> <ul style="list-style-type: none"> -To introduce parts and wholes -To learn the part-whole model -To write number sentences using the symbols $+$ $=$ -To explore fact families – addition facts -To learn number bonds to 10 -To learn addition by adding together or adding more -To find a part of a number -To explore subtraction by taking away and crossing out -To do addition and subtraction using a number line -To add or subtract 1 or 2 <p>Shape</p> <ul style="list-style-type: none"> -To recognise, name and sort 3-D shapes -To recognise, name and sort 2-D shapes | <p>Place value (within 20)</p> <ul style="list-style-type: none"> -To count within 20 -To understand 10,11,12,13,14,15,16,17, 18,19,20 -To find 1 more and 1 less - To explore the number line to 20 <p>Addition and subtraction (within 20)</p> <ul style="list-style-type: none"> -To add by counting on within 20 -To add ones using number bonds -To find and make number bonds to 20 -To make doubles and near doubles -To subtract ones using number bonds -To subtract by counting back and finding the difference | <p>Place value (within 50)</p> <ul style="list-style-type: none"> -To count from 20 to 50 -To explore 20, 30 40 and 50 -To count by making groups of 10 -To make groups of tens and ones - To use a number line to 50 - To find 1 more and 1 less <p>Length and height</p> <ul style="list-style-type: none"> -To compare lengths and heights -To measure length using objects -To measure length in centimetres <p>Mass and volume</p> <ul style="list-style-type: none"> -To explore heavier and lighter -To measure mass -To compare mass -To explore full and empty -To compare volume -To measure and compare capacity | <p>Multiplication and division</p> <ul style="list-style-type: none"> -To count in 2s,10s, and 5s -To recognise equal groups -To add equal groups -To make arrays -To make doubles -To make equal groups by grouping and sharing <p>Fractions</p> <ul style="list-style-type: none"> -To recognise and find half of an object or a shape -To recognise and find half of a quantity -To recognise and find a quarter of an object or a shape -To recognise and find a quarter of a quantity <p>Position and direction</p> <ul style="list-style-type: none"> -To describe turns -To describe position- left and right -To describe position – forwards and backwards -To describe position – above and below -To use ordinal numbers | <p>Place value (within 100)</p> <ul style="list-style-type: none"> -To count from 50 to 100 -To count in tens to 100 -To partition into tens and ones -To use the number line to 100 -To find one more and one less -To compare numbers with the same numbers of tens -To compare any two numbers <p>Money</p> <ul style="list-style-type: none"> -To unitising money -To recognising coins -To recognising notes -To count in coins <p>Time</p> <ul style="list-style-type: none"> -To understand before and after -To learn days of the week -To learn months of the year -To explore hours, minutes and seconds -To tell the time to the hour -To tell the time to the half hour |
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| Science | <p>Seasonal Changes -To understand 4 seasons -To understand Autumn -To investigating measuring rainfall</p> <p>All about Animals -To discover animal families - To explain the characteristics of an animal -To discover the type of food living things eat</p> | <p>About me -To learn about eyes and sight -To learn about your ears and hearing</p> <p>Plants - To identify the basic parts of a plant and tree -To understand the difference between deciduous and evergreen trees</p> <p>Materials 1 -To identify and name a variety of everyday materials -To distinguish between an object and the material it is made from -To describe the properties of everyday materials</p> <p>Everyday Materials 2 -To build a structure to with stand wind -To build a waterproof structure</p> | <p>Seasonal Changes -To understand the changes that take place in Winter -To investigate measuring rainfall</p> <p>All about Animals -To learn about the differences between mammals and birds -To learn the differences between amphibians, reptiles and fish -To explore the differences between wild animals and pets</p> <p>All about me -To investigate tongue and taste -To investigate the sense of touch -To discover how your nose smells</p> | <p>Seasonal Changes -To understanding Spring</p> <p>Plants -To understand seeds grow into plants -To identify the basic parts of a plant -To understand different plants can grow in the same environment -To understand fruits and vegetables are a variety of plants -To record the growth of a plant</p> | <p>Everyday materials 2 -To understand the properties of glass and its uses -To understand that materials are used to make a variety of furniture -To explore a variety of fabrics and understand their properties -To explain uses of materials and why they are suitable</p> | <p>Materials 1 -To identify objects that are natural and those that are manmade -To predict and identify if an object will float or sink To explore which materials are best for different objects</p> <p>Seasonal Change - To understand the changes that take place in the Summer</p> <p>All About Me -To name the basic parts of the human body</p> |
| | <p>Outcome: Start a seasonal tree display which we will maintain during the year</p> | <p>Outcome: Create a variety of different free standing structures</p> | <p>Outcome: An African animal class book</p> | <p>Outcome: Keep a bean diary</p> | <p>Outcome: Make a fabric fish using the best fabric choice</p> | <p>Outcome: Complete seasonal investigation</p> |
| Computing | <p>Programming 2 ~ To follow and give instructions to make my partner move forward and backward and turn left and right -To follow and give a short sequence of instructions -To remember to use the language of Go Clear and pause in my instructions</p> <p>Programming 3 -To move the bee around the flowers -To program the bee to a particular flower</p> | <p>Handling Data 1 -To create a pictogram with support and understand what it represents -To create a pictogram and a venn digram from information provided and understand what it represents</p> <p>Multimedia 3 -To add a series of frames to create simple movements to show the stages of plant growth with support -To create a series of frames to create multiple movements to show the stages of plant growth</p> | <p>Multimedia 1 -To find and insert a picture, describe a picture using short sentences using capital letters with support To find and insert picture and describe using short correctly punctuated sentences</p> | | | |

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| | -To tell you the programme needed to move the bee to particular flowers | | |
| | Outcome: Move the Owl Mummy through the wood to her babies Create a picture showing the route of a bee | Outcome: Produce a pictogram about favourite fruits in the class Create a short animation about plant growth | Outcome: Poster of a description of a pirate |
| Online Safety | I am kind and responsible -I can contribute to a class contract to use technology safely ~ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contact or contact on the internet or other online technologies | I am safe and secure ~ I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contact or contact on the internet or other online technologies | I am healthy . -I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contact or contact on the internet or other online technologies |
| History | Does my home look like a home in the past? Homes in the Past -To investigate and identify a variety of homes today -To investigate similarities and differences between homes -To explore homes built a long time ago and identify their features -To find out what Victorian homes were like inside -To identify and explore objects in a Victorian home and their uses -To summarise and consolidate what we have found out about Victorian homes | Who was Wangari Maathi? Significant Individuals -To find out who Wangari Maathi was and when she lived -To find out why Wangari Maathi protected the environment -To find out how she protected the environment - To find out about her work in later life -To identify similarities and differences between now and then in female education - To be able to order and summarise events in Wangari Maathi's life | What were seaside holidays like in the past? Seaside Holidays -To identify features of a seaside holiday -To use photographs to find clues as to what seaside holidays were like in the past -To find out when and how seaside holidays became popular - To find out what seaside holidays were like 100 years ago -To be able to order seaside holidays in chronological order - To be able to identify similarities and differences between seaside holidays now and in the past |
| | Outcome: Create a history display about what we have learnt about houses | Outcome: Create a poster about Wangari Maathi | Outcome: Visit Weston museum |
| Geography | Where do I live ? Where do I live? -To be able to name the seven continents of the world and locate the UK on a world map - To be able to identify the countries and capital cities of the UK -To be able to identify features and characteristics of the countries of the UK | Is the weather the same all year? Weather Patterns -To identify differences between seasonal and daily weather patterns and observe and describe daily weather patterns -To describe how daily weather patterns change over time, and how weather may be different in inland/ coastal areas. | Are all beaches the same? Seas and Coasts -To locate and identify oceans and continents. -To find out about British beaches. -To find out about British seas. -To use fieldwork skills to find out about a place. |

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| | <ul style="list-style-type: none"> -To explore the village we live in - To be able to describe where you live | | <ul style="list-style-type: none"> -To identify ways in which we learn about the weather, then make predictions about the weather which are helpful. -To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom. -To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK. -To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom -To show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator. | | <ul style="list-style-type: none"> -To compare a British beach with one from another country. -To use compass points to move around a map. | |
| | <p>Outcome: Make a class book about Winscombe</p> | | <p>Outcome: Complete a weather survey</p> | | <p>Outcome: To use compass points on a pirate treasure map</p> | |
| DT | | Structures - To explore different houses and create free standing structures | Fantastic fruit – To explore and prepare a variety for fruits | | Joining Materials – To explore ways of joining different fabrics Simple sewing techniques | |
| | | Outcome: Design and make a free standing structure for the 3 Little Pigs | Outcome: Design and make a fruit salad | | | |
| Art & Design | Spirals - To explore observational and experimental mark making of spirals using pencils, chalk and oil pastels | | | Exploring Watercolours – To use watercolour to work towards developing imagery from imagination | | Flora and fauna – To explore artists inspired by flora and fauna. |
| | Outcome: Observational drawings of shells | | | Outcome: Create a watercolour painting | | Outcome: Create a collage inspired by flora and fauna |
| Music | Hey You! | Christmas nativity production | In the Groove | Round and Round | Your Imagination | Reflect, Rewind, Replay |
| | Old School Hop Hop | -To use voices expressively and creatively by singing songs | Blues, Latin, Folk, Funk, Baroque, Bhangra | Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion | | Western Classical Music |

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| RE | Why are some places special to me? | | Why is our world special? | Easter Beginnings | Special Places | Special Books |
| | <ul style="list-style-type: none"> -To explore and identify who we are. -To identify things that are important in our lives -To understand that there are similarities and differences between people -To recognise, name and describe religious artefacts, places and practices <p>Christmas</p> <ul style="list-style-type: none"> - To describe the main beliefs of a religion - To describe the main festivals of a religion | | <ul style="list-style-type: none"> -To explore how we come to know and understand the world around us -To explore feelings and thoughts about different ideas about the creation of the world <p>Hindu creation</p> <ul style="list-style-type: none"> -To describe the main beliefs of a religion <p>Christian creation</p> <ul style="list-style-type: none"> -To describe the main beliefs of a religion | <p>A and E</p> <ul style="list-style-type: none"> -Understand that some people celebrate new beginnings -find out about the Easter story -understand how Christians prepare for Easter -understand how Christians celebrate Easter -learn about traditions during Easter | <p>A and F</p> <ul style="list-style-type: none"> -describe a place that is special to them -know that some religious people have a place that is special to them -learn about Christians special places -learn about Muslims special places -learn about Buddhists special places | <p>A and F</p> <ul style="list-style-type: none"> -share special books -find out which books are special for different religions -find out about the special book for Jewish people - find out about the special book for Christian people - find out about the special book for Muslim people |
| | Outcome: Retell the Christmas story | | Outcome: Compare the Christian and Hindu stories of creation | | Outcome: List religious signs and symbols used at a Christian Baptism | |
| PE | Multi-skills with Sports Coach | Sports Coach - Netball and Basket ball | Sports Coach -Football and rugby | Sports Coach - Gymnastics and Tennis | Sports Coach - Cricket and rounders | Sports Coach - Athletics |
| | Get Set for PE Ball skills | Get Set for PE Sending and receiving | Get Set for PE Gymnastics | Get Set for PE Dance | Get Set for PE Sports Day | Get Set for PE Net and Wall games |