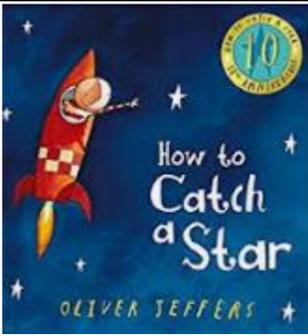
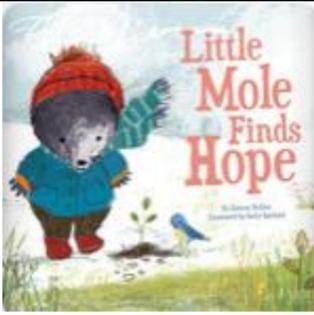
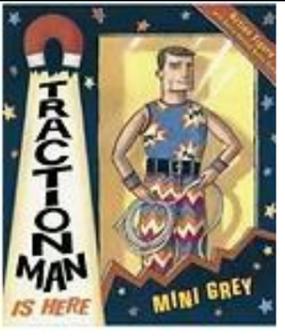
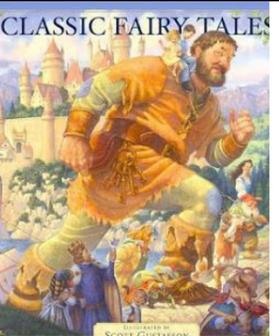
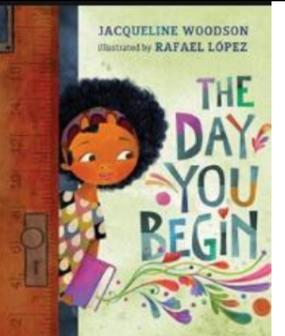
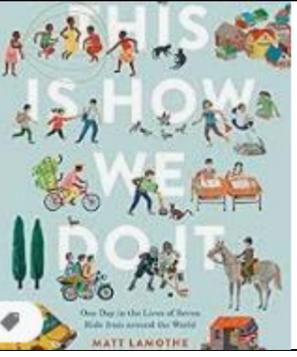
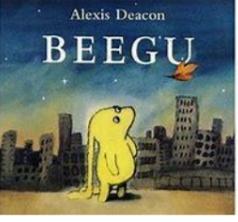
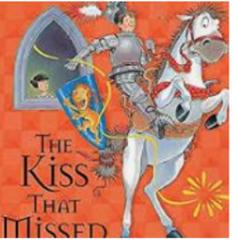
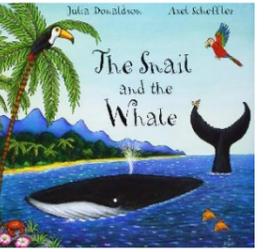


Year Group Curriculum Plan
Year 1

2020/2021 Core Value	Autumn 1 Community	Autumn 2 Hope	Spring 1 Justice	Spring 2 Generosity and Thankfulness	Summer 1 Courage and Perseverance	Summer 2 Love and Respect
RE Focus	<p>God: What do Christians believe God is like?</p> <p>Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Incarnation: Why does Christmas matter to Christians?</p> <p>Pupils will have opportunity to listen to the Christmas story with particular emphasis on the visit of the Wise Men. Pupils will have opportunity to retell the story of the first Christmas as told in the Bible Learning about Christmas: Pupils will learn about the gifts brought by the Wise Men Learning from Christmas: Pupils will be able to think about the giving and receiving of gifts, and have opportunity to consider how they could 'give' themselves</p>	<p>Who is Jewish and how do they live?</p> <p>Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways. Ask some questions about what Jewish people celebrate and why</p>	<p>Salvation: Why does Easter matter to Christians?</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Creation: Who do Christians say made the world?</p> <p>Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p>	<p>Gospel: What is the 'good news' Christians believe Jesus brings?</p> <p>To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts such as the story of Matthew the tax collector mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Pupils will think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>
Key P4C Texts						
PHSCE Focus	<p>Keeping safe and measuring risk and feeling safe</p> <ul style="list-style-type: none"> recognise the difference between good and bad touches Recognise the difference between 'real' and 'imaginary' dangers. 	<p>Mental Health and Emotional Feelings</p> <ul style="list-style-type: none"> can name different feelings (including good and not-so-good feelings) recognise that some feelings can be stronger than others 	<p>Identity, society and equality. Me and Others.</p> <ul style="list-style-type: none"> can recognise some of the things that make them special can identify the different roles of people at home and school 	<p>Drug, alcohol and tobacco education. What do we put into our bodies?</p> <ul style="list-style-type: none"> recognise that different things that go into bodies can make 	<p>Careers, financial capability and economic wellbeing. My money</p> <ul style="list-style-type: none"> understand that people get money in different ways (earn, 	<p>Physical health and wellbeing fun times</p> <ul style="list-style-type: none"> know about some of the food and drinks associated with different celebrations and customs

	<ul style="list-style-type: none"> understand there are parts of the body which are private can identify situations where they might need help can identify people in the community who can help to keep them safe 	<ul style="list-style-type: none"> can describe some ways of managing different feelings are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) 	<ul style="list-style-type: none"> can solve simple dilemmas about taking responsibility can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom can challenge unhelpful behaviour in a positive way 	<ul style="list-style-type: none"> people feel good or not so good know that substances can be absorbed through the skin 	<ul style="list-style-type: none"> win, find, presents, pocket money, borrow, benefits) understand why people might want to save their money know that there are a range of jobs that people can do 	<ul style="list-style-type: none"> recognise that both men and women are able to do a range of jobs understand that having a job means people can earn money
British Values Focus	Democracy	Individual liberty	Rule of Law		Mutual respect and Tolerance	
Class Reader(s)						
English Text(s)	<p>Theme: Space</p> 	<p>Theme: Dinosaurs</p> 	<p>Theme: Toys</p> 	<p>Theme: Fairytale and Castles</p> 	<p>Theme: Plants</p> 	<p>Theme: All around the world</p> 
English Focus	<p>Character description of Beegu to include the use of capital letters, full stop and adjectives</p> <p>Letter to Beegu Writing in the past tense including the use of capital letters and full stops.</p>	<p>Remembrance poems Study of Non-Fiction fact files Identify features of a non-fiction text - headings, sub-headings, paragraphs and factual information.</p> <p>Using factual information collected to write a dinosaur riddle.</p>	<p>Recount of Stanley's Stick story Instructions</p> <p>Writing in the past tense including the use of capital letters and full stops.</p>	<p>Setting description of a castle</p> <p>Writing to include correct punctuation, conjunctions and adjectives.</p>	<p>Poetry Performance Poetry and Rhyming</p> <p>Write a simple rhyming poem</p>	<p>Narratives Descriptive writing about a travelling adventure Writing to include correct punctuation, conjunctions and adjectives.</p>
Maths Focus	<p>Number: Place Value within 10 Sort, count and represent objects Recite, read and write numbers 0-10 forwards and backwards One more and one less Use 1:1 correspondence to compare groups of objects and numbers Use equal to/ more than and less than Use < > and =</p>		<p>Number: Addition and Subtraction within 20 Add by counting on and making ten Number bonds to 20 Subtract- not crossing 10 and crossing 10 Place value within 50 including multiples of 2, 5 and 10. Length, height, weight and volume</p> <p>Number: Place Value within 50</p>		<p>Multiplication and Division Counting in 10's Making arrays Doubles Making equal groups</p> <p>Fractions Halves and quarters</p>	

	<p>Order groups of numbers and objects Ordinal numbers</p> <p>Addition and Subtraction within 10 Part-whole model Addition symbol Addition fact families Number bonds to 10 Adding together and adding more Subtraction symbol Taking away/ How many left? Finding a part/ breaking apart Fact families- 4 addition and 4 subtraction calculations Subtraction- counting back, finding the difference Comparing addition and subtraction statements using $<$ $>$ $=$</p> <p>Geometry: Shape Recognise, name and sort 2D and 2D shapes</p> <p>Number: Place Value within 20 Count forwards, backwards and write numbers to 20 in numerals and words Use tens and ones Count one more and one less Compare and order objects and numbers</p>		<p>Numbers to 50 Tens and Ones to 50 One more/ One less Compare and order objects and numbers Count in 2's Count in 5's</p> <p>Measurement: Length and Height Compare length and height Measure length and problem solve</p> <p>Measurement: Weight and Volume Measure and compare mass Measure and compare capacity</p>		<p>Position and direction Describe turns and position</p> <p>Number: Place value within one hundred Counting to 100 Partitioning numbers</p> <p>Comparing numbers Ordering numbers One more and one less</p> <p>Measurement: Money Recognising coins and notes Counting in coins</p> <p>Measurement: Time Before and after Dates Time to the hour Time to the half an hour Writing time Comparing time</p>	
Science Focus	<p><u>Humans including Animals</u> Body parts 5 senses Changes as we grow</p>	<p><u>Humans including Animals</u> Sorting and classifying herbivores, omnivores and carnivores. What is an animal, mammal and reptile? Nocturnal animals</p>	<p><u>Materials and properties</u> Identifying and sorting Properties Vocabulary Exploring the properties and materials Magnetic and absorbent materials</p> <p>Who can make the strongest castle? Perform tests</p>		<p><u>Plants</u> Grow plants from seeds Group and classifying Drawing diagrams Parts of plants Observe closely sunflowers</p>	
CC Focus	<p><u>Geography focus To Baildon and Beyond</u> Investigate local geography of Baildon, including mapping skills. Looking at human and physical features of Baildon Ariel photographs</p>	<p><u>Science and History focus Did Captain Tom see any Dinosaurs?</u> Events beyond living memory- Dinosaurs To learn about significant individuals in the past and in their locality: Mary Anning and Captain Sir Tom Moore Sorting and classifying dinosaurs Follow maps to find dinosaur treasures Study historical objects: fossils</p>	<p><u>History Focus Inside the Toy box</u> Historical enquiry skills Changes and events within living memory Comparing old and new toys in chronological order Comparing toys of theirs, parents and grandparents</p>	<p><u>History Focus Tunnels, Towers and Turrets</u> Historical vocabulary- Parts and features of a castles Significant features of a castle Changes within living memory and comparing lives then and now</p> <p>Geography Focus Map skills- find castles around the UK Name and locate the four UK countries and capital cities</p>	<p><u>Science focus Our Enchanted Garden</u> Identify and name common flowers and trees Plant sunflowers Name parts of a plant and parts of a tree Identify deciduous and evergreen trees</p> <p>Geography Identify seasonal and daily weather patterns</p>	<p><u>Geography focus All around the world</u> Name and locate the worlds 7 continents and 5 oceans Locate North and South Poles Locate hot and cold places around the world Map and globe work Fieldwork and observational skills of human and physical features in the environment</p>

				Looking at characteristics of the four countries Human and physical features Map and globe work		
Music Focus	<p>Alien Music Exploring music inspired by outer space. Creating 'space' soundscapes</p> <p>Musical Maps Using symbols to represent sound. Choosing and combining sounds to tell a story</p>		<p>Say it, Play it Creating music from spoken word</p> <p>Rainforest Music Exploring sounds, creating soundscapes</p>		<p>Junk Percussion Making and playing instruments from recycled materials.</p>	
PE Focus	<p>Gymnastics Master the Basics</p> <p>Gymnastics Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>Master the Basics Basic movement and spatial movement Movement with a ball Sending skills rolling Sending skills throwing</p>	<p>Gymnastics Master the Basics</p> <p>Gymnastics Make up and perform simple movement phrases in response to simple tasks</p> <p>Link and repeat basic gymnastic actions</p> <p>Perform movement phrases with control and accuracy</p> <p>Master the Basics Receiving skills- catching Sending and receiving- controlling Sending skills- aiming Sending skills- striking Sending and receiving</p>	<p>Games Indoor Athletics</p> <p>Games To explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Know how to choose and use skills effectively for particular games.</p> <p>Indoor Athletics Children explore running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance</p>	<p>Games Dance</p> <p>Games In this unit children are able to use skills, actions and ideas individually and in combination to suit the game they are playing. How to choose and use skills effectively for particular games</p> <p>Dance Explore basic actions and ideas with increasing understanding Remember and repeat actions with increasing control and coordination Explore how to choose and apply skills and actions Use movement imaginatively, responding to music and performing basic skills; rhythm, speed, level and direction of their movements; create and perform dances using simple movement patterns; express and communicate ideas and feelings</p>	<p>Athletics (outdoors) Tennis</p> <p>Athletics In this unit children explore running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>Tennis Control the ball with accuracy To send and receive a ball with a racket Demonstrate control of the equipment.</p>	<p>Athletics (outdoor) Football skills</p> <p>Athletics In this unit children explore running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>Football Skills Dribbling Passing Shooting Turning</p>
Computing Focus	<p>Basic Skills Internet Safety</p>	<p>Pictograms Grouping and Sorting</p>	<p>Animating and multimedia</p>	<p>Coding-Purple Mash</p>	<p>Spreadsheets</p>	<p>Data handling Safe searching</p>

					Technology outside school	
Art or DT Focus	Happy town drawings Autumn artwork Mixed Book- mixed primary colours Andy Goldsworthy – Natural sculptures	Clay/ Salt dough fossils Art straw dinosaur skeletons Prehistoric landscapes	Moveable popup book and puppets	Parents in to make 3D junk modelling castles Looking at 'Castle and Sun' by Paul Lee. Making coats of arms and shields Food technology: Healthy sandwiches for the banquet	Observational drawings of sunflowers Van Gogh	Food technology: Fruit salad Study Giuseppe Archimboldi imaginative fruit portraits
Curriculum Enhancement	Spaceship crash	York Castle Museum Science focus Discovering dinosaur bones Drama day- learning the dinosaur stomp	Ilkley toy museum	Knight dress up day	Planting sunflowers Nell Bank/Harlow Carr	Theme days Nell Bank/Harlow Carr
Home Learning Opportunities	Walk around Baildon. Can you make an eye-spy book for Beegu?	Research dinosaur facts and make a poster	Interview grandparents about the toys they played with when they were little	Visit a castle in the UK	Plant something in your garden and observe the changes	Can you make a postcard from somewhere you have visited?