
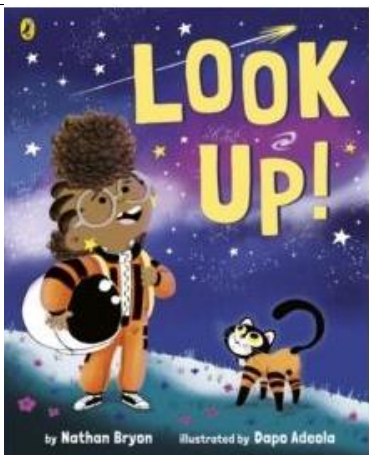
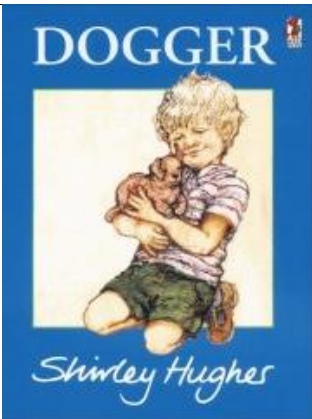
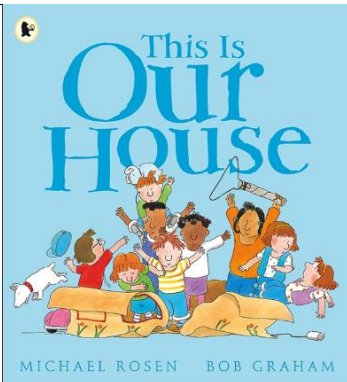
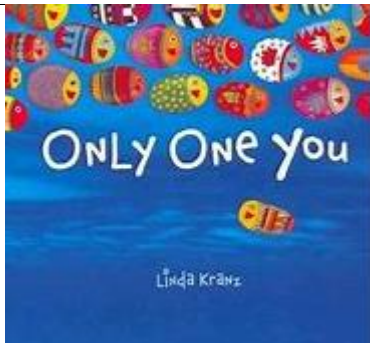
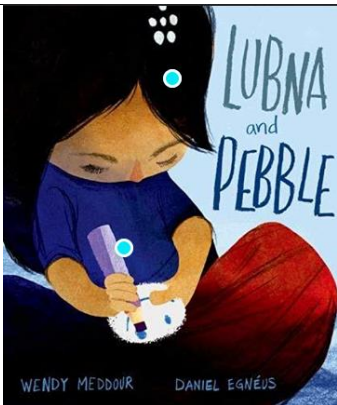
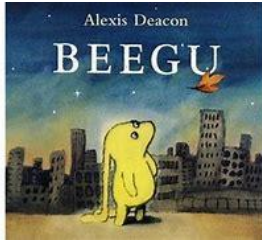


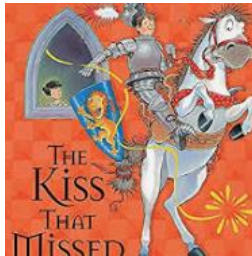

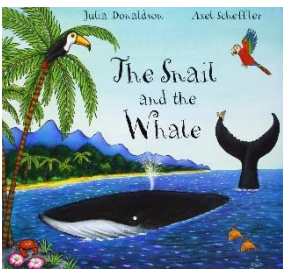




Year Group Curriculum Plan
Year 1

2023/2024 Core Value	Autumn 1 Respect	Autumn 2 Hope	Spring 1 Support	Spring 2 Opportunities	Summer 1 Love	Summer 2 Achievements
RE Focus	God: What do Christians believe God is like? -To identify what a parable is. -To tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. -To give clear, simple accounts of what the story means to Christians. -To give at least two examples of a way in which Christians show their belief in God as loving and forgiving. -To give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. -To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Incarnation: Why does Christmas matter to Christians? -To have opportunity to listen to the Christmas story with particular emphasis on the visit of the Wise Men. -To have opportunity to retell the story of the first Christmas as told in the Bible -To learn about Christmas: Pupils will learn about the gifts brought by the Wise Men -To learn 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	Who is Jewish and how do they live? -To recognise the words of the Shema as a Jewish prayer -To re-tell simply some stories used in Jewish celebrations -To give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. -To give examples of how Jewish people celebrate special times. -To 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. -To ask some questions about what Jewish people celebrate and why	Salvation: Why does Easter matter to Christians? -To recognise that Incarnation and Salvation are part of a 'big story' of the Bible. -To be able to tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. -To recognise that Jesus gives instructions about how to behave. -to give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. -to be able to 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.	Creation: Who do Christians say made the world? -To retell the story of creation from Genesis 1:1–2.3 simply. -To recognise that 'Creation' is the beginning of the 'big story' of the Bible. To be able to say what the story tells Christians about God, Creation and the world. -To give at least one example of what Christians do to say thank you to God for the Creation. -To think, talk and ask questions about living in an amazing world. -	Gospel: What is the 'good news' Christians believe Jesus brings? -To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. -To give clear, simple accounts of what Bible texts such as the story of Matthew the tax collector mean to Christians. -To recognise that Jesus gives instructions to people about how to behave. -To be able to 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.
Key P4C Texts		 <p>Black History</p>				 <p>Pride</p>
PHSE Focus	Relationships	Relationships	Health and Well being	Living in the wider world	Health and Well Being	Living in the wider world

	What is the same and different about us? Ourselves and others; similarities and differences, individuality and our bodies	Who is special to us? Ourselves and others, people who care for us, groups we belong to, families	What helps us to stay healthy? Being healthy, hygiene, medicines, people who help us with health.	What can we do with money? Money, making choices, needs and wants	Who helps to keep us safe? Keeping safe, people who help us	How can we look after each other and our world? Ourselves and others, the world around us, caring for others, growing and changing
British Values Focus Class Reader(s)	Democracy	Mutual Respect	Individual liberty	Rule of Law	Mutual respect and tolerance of those with different faiths or beliefs	
	Stories related to each theme.					
English Text(s)	Theme: Space 	Theme: Dinosaurs 	Theme: Toys 	Theme: Faiytales and Castles 	Theme: Plants 	Theme: All around the world 
English Focus	<p>-To be able to write a character description of Beegu to include the use of capital letters, full stop and adjectives</p> <p>-To be able to write a letter to Beegu Writing in the past tense including the use of capital letters and full stops.</p>	<p>-To be able to write a Remembrance poem. - Pupils will study of Non-Fiction texts</p> <p>- To be able to identify features of a non-fiction text - headings, sub-headings, paragraphs and factual information.</p> <p>-To be able to use factual information collected to write a dinosaur riddle.</p>	<p>-To retell the story of Stanley's Stick, changing one element of the story.</p> <p>-To be able to write in the past tense including the use of capital letters and full stops.</p>	<p>-To write a setting description of a castle</p> <p>-To use the correct punctuation, conjunctions and adjectives in their writing.</p>	<p>-To be able to undertake Performance Poetry and Rhyming</p> <p>-To write a simple poem</p>	<p>-To write a travelling adventure narrative</p> <p>-To use the correct punctuation, conjunctions and adjectives in their writing.</p>
Phonics Focus	Little Wandle Letters and Sounds Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky words Phases 2–4: the put* pull* full* push* 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	Little Wandle Letters and Sounds /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 Tricky words	Little Wandle Letters and Sounds /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 Tricky words	Little Wandle Letters and Sounds /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	Little Wandle Letters and Sounds Phonics Screening Check Review – no new GPCs or tricky words	Little Wandle Letters and Sounds /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

		<p>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p>any many again who whole where two school call different thought through friend work</p>	<p>freeze schwa at the end of words: actor</p> <p>Tricky words</p> <p>once laugh because eye</p>		<p>Tricky words</p> <p>busy beautiful pretty hour move improve parents shoe</p>
Maths Focus	<p>Number: Place Value within 10</p> <ul style="list-style-type: none"> -To sort, count and represent objects -To recite, read and write numbers 0-10 forwards and backwards -To know one more and one less -To use 1:1 correspondence to compare groups of objects and numbers -To use equal to/ more than and less than -To use < > and = -To order groups of numbers and objects -To be able to order numbers correctly (ordinal numbers) <p>Addition and Subtraction within 10</p> <ul style="list-style-type: none"> -To understand how to use a part-whole model - To understand what an addition symbol is -To know addition fact families -To know number bonds to 10 - To be able to add together and add more -To understand what the subtraction symbol is -To be able to take away/ How many left? -To find a part/ breaking apart -To know fact families- 4 addition and 4 subtraction calculations <p>To know that subtraction is: counting back, finding the difference</p> <ul style="list-style-type: none"> -To be able to compare addition and subtraction statements using < > = <p>Geometry: Shape</p> <p>Recognise, name and sort 2D and 2D shapes</p> <p>Number: Place Value within 20</p> <p>Count forwards, backwards and write numbers to 20 in numerals and words</p> <p>Use tens and ones</p> <p>Count one more and one less</p> <p>Compare and order objects and numbers</p>		<p>Number: Addition and Subtraction within 20</p> <ul style="list-style-type: none"> -To be able to add by counting on and making ten -To know number bonds to 20 -To be able to subtract- not crossing 10 and crossing 10 -To understand place value within 50 including multiples of 2, 5 and 10. -To know what length, height, weight and volume is <p>Number: Place Value within 50</p> <ul style="list-style-type: none"> -To know numbers to 50 -To know tens and Ones to 50 -To know one more/ one less up to 50 -To be able to compare and order objects and numbers -To count in 2's -To count in 5's <p>Measurement: Length and Height</p> <ul style="list-style-type: none"> -To compare length and height -to be able to measure length and problem solve <p>Measurement: Weight and Volume</p> <ul style="list-style-type: none"> -To measure and compare mass -To measure and compare capacity 		<p>Multiplication and Division</p> <p>Counting in 10's</p> <p>Making arrays</p> <p>Doubles</p> <p>Making equal groups</p> <p>Fractions</p> <p>Halves and quarters</p> <p>Position and Direction</p> <ul style="list-style-type: none"> -To describe turns and position <p>Number: Place value within one hundred</p> <ul style="list-style-type: none"> -To be able to count to 100 <p>Partitioning numbers</p> <ul style="list-style-type: none"> -To be able to compare numbers -To order numbers -To know one more and one less <p>Measurement: Money</p> <ul style="list-style-type: none"> -To recognising coins and notes -To be able to count in coins <p>Measurement: Time</p> <ul style="list-style-type: none"> -To know before and after -To understand dates -To know time to the hour -To tell the time to the half an hour -To be able to write the time -to be able to compare time 	
Science Focus	<p><u>Animals including human – focusing on humans</u></p> <ul style="list-style-type: none"> -To know body parts -To understand about their 5 senses -To recognise the changes as we grow 	<p><u>Animals including humans – focusing on animals</u></p> <ul style="list-style-type: none"> -To be able to sort and classify: herbivores, omnivores and carnivores -To know what is an animal, mammal and reptile is -To be able to recognise what a nocturnal animal is 	<p><u>Materials and properties</u></p> <ul style="list-style-type: none"> -To be able to Identify and sort materials - To recognise properties -To be able to understand key vocabulary linked to materials and properties -To be able to explore properties and materials such as magnetic and absorbent materials -To be able to predict, plan, design and perform tests 		<p><u>Plants Our Enchanted Garden</u></p> <ul style="list-style-type: none"> -To grow plants from seeds -To be able to group and classify plants -To be able to draw diagrams -To be able to recognise parts of plants -To observe sunflowers carefully -To identify and name common flowers and trees <p>Identify deciduous and evergreen trees</p>	

CC Focus	<u>Geography focus</u> <u>To Baildon and Beyond</u> Does Beegu live in Baildon? -To investigate the local geography of Baildon, including mapping skills. -To look at human and physical features of Baildon - To learn own address off by heart -Mapping skills – aerial photos, globes, digi-maps, Google Earth	<u>Science and History focus</u> <u>Dinosaur Discoveries</u> Did Captain Sir Tom Moore see any Dinosaurs? Events beyond living memory Dinosaurs -To learn about significant individuals in the past and in their locality: Mary Anning and Captain Sir Tom Moore -To be able to sort and classify dinosaurs -To study historical objects: fossils	<u>History Focus</u> <u>Inside the Toy box</u> What was inside my Grandma's toy box? Historical enquiry skills Changes and events within living memory -To compare old and new toys in chronological order -To be able to compare toys of theirs, parents and grandparents	<u>History Focus</u> <u>Fairy tales and castles</u> What would it be like to live in a castle? -To understand a variety of historical vocabulary linked to parts and features of a castles -To be able to recognise and name significant features of a castle -To be able be able to talk about changes within their living memory and comparing lives then and now <u>Geography Focus</u> -To develop their map skills and be able to find castles around the UK -To be able to name and locate the four UK countries and capital cities -To be able to look at characteristics of the four countries -To be able to understand and recognise human and physical features -To understand how to use a map and globe.	<u>Science and Geography Focus</u> <u>Our Enchanted Garden</u> What grows from a seed? -To be able to identify seasonal and daily weather patterns	<u>Geography focus</u> <u>All around the world</u> What will the snail and the whale see on their travels? -To be able to name and locate the worlds 7 continents and 5 oceans -To be able to locate North and South Poles -To be able to locate hot and cold places around the world -To be able to use map and globes - During fieldwork, to be able to use observational skills of human and physical features in the environment
	Music Focus Feel the beat, feel the rhythm! -To develop a sense of pulse and rhythm, -To become confident singers. KS1 nativity -To be able to Learn and rehearse songs for performance.		Rainforest Music -To explore sounds, creating soundscapes. Musical Maps -To be able to use symbols to represent sounds, -To be able to choose and combe sounds to tell a story.		Say it, Play it -To be able to create music from spoken word.	
	PE Focus Gymnastics -To be able to perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required -To be able to manage the space safely, showing good	Football Skills -To be able to control the football with their feet when dribbling -To be able to use different parts of the foot to dribble and turn	Dodgeball -To be able to throw overarm -To be able to throw accurately -To be able to hit a moving target -To be able to move safely in space	Dance – Street dance -To be able to explore basic actions and ideas with increasing understanding -To remember and repeat actions with increasing control and coordination	Tennis -To be able to control a racket - To be able to balance a ball on a racket -To be able to strike a stationary ball with a racket	Athletics -To be able to work on running faster in a straight line -To be able to coordinate arms and legs whilst running -To be able to throw for distance

	<p>awareness of each other, mats and apparatus</p> <p>Mastering the Basics</p> <ul style="list-style-type: none"> -To be able to control their body with basic movement and spatial movement -To be able to move with a ball -To be able to throw with some accuracy by hitting targets -To be able throw with increased power and distance 	<ul style="list-style-type: none"> -To be able to pass to another person with increased accuracy -To be able to aim and strike a ball and score -To be able to turn with the football using different parts of their foot. <p>Master the Basics</p> <ul style="list-style-type: none"> -To be able to improve their receiving skills and be able to catch a variety of objects. -To be able to start throwing to another person with varied power and direction. -To be able to throw with more accuracy -To be able to strike a ball with different parts of their body (foot) <p>Dance? – Nativity, football to spring</p>	<ul style="list-style-type: none"> -To be able to dodge and move in different directions (360 degrees) -To be able to catch a large ball <p>Netball</p> <ul style="list-style-type: none"> -catching and throwing skills - 	<ul style="list-style-type: none"> -To explore how to choose and apply skills and actions -To 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>Tag Rugby</p> <ul style="list-style-type: none"> -To be able to run in different directions with a ball in two hands -To be able to move into space -To understand the rules of tag rugby -To be able to pass in a specific direction -To be able to grab a moving target with two hands (tackling). 	<ul style="list-style-type: none"> -To be able to strike a moving ball with a racket -To be able to send and receive a ball with a racket <p>Health related fitness</p> <ul style="list-style-type: none"> -To be able to work on running faster in a straight line -To be able to coordinate arms and legs whilst running -To be able to throw for distance -To be able to develop their awareness of speed and distance 	<ul style="list-style-type: none"> -To be able to develop their awareness of speed and distance -To be able to think about trying to pace themselves depending on the distance of the run <p>Cricket</p>
Computing Focus	<p><u>Computing systems and networks</u></p> <p>Technology Around Us 1.1</p> <p>Recognising technology in school and using it responsibly.</p>	<p><u>Creating media</u></p> <p><u>Digital painting 1.2</u></p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p><u>Programming A and internet safety</u></p> <p>Managing Online Information</p> <p>Moving a robot 1.3</p> <p>Writing short algorithms and programs for floor robots, and predicting program outcomes.</p>	<p><u>Data and information</u></p> <p>Grouping data 1.4</p> <p>Exploring object labels, then using them to sort and group objects by properties.</p>	<p><u>Creating Media</u></p> <p>Digital writing 1.5 Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p><u>Programming B</u></p> <p>Programming animations 1.6</p> <p>Designing and programming the movement of a character on screen to tell stories.</p>
Art or DT Focus	<p>Art</p> <p>Sculpture – Andy Goldsworthy</p> <p>Creating a natural sculpture</p> <p>DT/Cooking and nutrition – To be able to design and create a healthy fruit salad</p>	<p>Art</p> <p>Incidental art linked to Mary Anning topic:</p> <ul style="list-style-type: none"> -Clay/salt dough fossils -Art straw dinosaur skeletons 	<p>DT - Mechanisms</p> <ul style="list-style-type: none"> -To be able to design, make and evaluate moveable pop-up book using sliders and levers. 	<p>DT - Structures</p> <ul style="list-style-type: none"> -With parents, pupils will design and create 3D junk modelling castles using 'Castle and Sun' by Paul Lee as a stimulus. -To make coats of arms and shields -Build a castle structure thinking about strengthening -Model the key features of a castle 	<p>Art</p> <ul style="list-style-type: none"> -To be able to use observational drawing skills to create 'Sunflowers' by Van Gogh Artist's study: Vincent Van Gogh 	<p>Art</p> <ul style="list-style-type: none"> -Faith Ringgold Use mixed media to collage and draw to make own memory patch.

Curriculum Enhancement						
	-Spaceship crash	- Discovering dinosaur bones -Drama day- learning the dinosaur stomp	-Ilkley Toy Museum	-Knight dress up day - Leeds Royal Armouries	-Planting and Gardening	Geography field trip- Baildon/ Tong Park
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 (Link to own holiday experiences)	-Plant something in your garden and observe the changes	-Can you make a postcard from somewhere you have visited?