








## .Our Curriculum Offer 2022-2023- Year 1



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 Weeks	7 weeks and 2 days	5 weeks 2 days	5 weeks	12 weeks 3 days 1 week screen – core skills	
<p>‘What makes me a me!’</p> <div><p>VIPERS</p></div>	<p>Things that go Bump in the Night!</p> <div><p>VIPERS</p></div>	<p>To Infinity and Beyond!</p> <div><p>VIPERS</p></div>	<p>Dungeons and dragons</p> <div><p>VIPERS</p><p>Dragon Slayer – film</p></div>	<p>Look up , look down look all around....</p> <div><p>VIPERS</p></div>	
Above and Beyond opportunities for our children in Year 1 .....					
<p>Big start ! –PSHE links Local walk Dingley Dell Monday Mingle</p>	<p>‘Grandparents Afternoon Tea’ Carol concert Mingle Jingle ‘Toys over time box ‘ Pantomime</p>	<p>Planetarium visit in school Money week Poetry week Well being week ‘Tony Bullock masterclass ‘ ‘DT Day’ – Parents</p>	<p>‘Dingley Dell dragon day’ World Book day Mosque visit Maths Mingle Jo Drury visit</p>	<p>Forbidden corner Rose day Transition weeks</p>	

Reading



Our children will...

Decode and understand texts

Follow the RWI phonic scheme from starting points

Decode new words and work out the meaning by segmenting and blending

Grow in confidence to explain their understanding of the texts they have read and have read to them.

Read year 1 common exception words

Begin to answer questions stems linked to the text

Begin to use inference

Read widely , read for pleasure and discuss what has been read

Read a wide range of text types

Be able to discuss books they have read and books of a higher level that have been read to them

Read for a variety of purposes

Be exposed to a range of poetry beginning to read some parts on their own.

Recognise key features in texts – fiction and non fiction

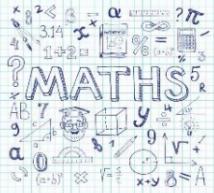
Writing



Our children will create .....




<div>Character description</div> <div>Launchpad-‘All about themselves’ Showcase</div> <div>– All about me !</div> <div>Setting description</div> <div>Launchpad –Dingley Dell</div> <div>Showcase – My House</div> <div>Loving Language</div>	<div>Narrative</div> <div>Launchpad – The Gruffalo</div> <div>Showcase – Rewriting – Room on the broom.</div> <div>Instructions</div> <div>Launchpad –How to make a stickman</div> <div>Showcase Making a snowman</div>	<div>Recount</div> <div>Launchpad – Recount of my day</div> <div>Showcase – Recount based on ‘The way back home’</div> <div>Core skills</div>	<div>Descriptive writing</div> <div>Launchpad- Describing a creature</div> <div>Showcase – Describing my own dragon.</div>	<div>Non fiction</div> <div>Launchpad- How to look after a cat.</div> <div>Showcase –All about Foxes</div>	<div>Narrative</div> <div>Launchpad – beg , middle and end story</div> <div>Showcase – own version of story.</div> <div>Poetry – Dingley Dell</div>
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Maths



Our children will.....

<div>Number – Place value ( within 10)</div> <div>Addition and Subtraction</div> <div>Geometry – Shape</div> <div>Place Value within 20</div>	<div>Consolidation</div> <div>Addition and subtraction (within 20)</div> <div>Place value to 50</div> <div>Length and Height</div> <div>Weight and volume</div>	<div>Consolidation</div> <div>Multiplication/division</div> <div>Fractions</div> <div>Position and direction</div> <div>Place value within 100</div>
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			Measurement – Money Measurement Time
<div>Science</div> <div>  </div> <div>Our children will .....</div>			
<div>Explore the human body ...</div> <div>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</div>	<div>Explore Magical materials ...</div> <div>-distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties</div>	<div>Apply what they know about materials</div> <div>To predict , test and create a space suit for their journey to the moon. Evaluate and improve there creations- make</div>	<div>Explore Amazing animals</div> <div>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</div> <div>Explore plants and trees</div> <div>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees</div>
<div>Geography</div> <div>  </div> <div>Our children will....</div>			
<div>-Go on a local walk in Crossflatts</div> <div>-Study aerial photographs and highlight key places and landmarks.</div> <div>-What are human and physical features ?</div> <div>-Identify human and physical features in Crossflatts.</div> <div>-Create a simple map of the local area with a basic key.</div> <div> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and isurrounding area.</li> <li>Look at the key human and physical features of its surrounding environment.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> </div>		<div>-Explore the UK by looking at maps and aerial photographs.</div> <div>-Learn about the 4 countries that make up the UK.</div> <div>Identify the seas surrounding the UK.</div> <div>-I know the capital cities</div> <div>-Surrounding seas</div> <div>-Key Landmarks</div> <div> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use maps to identify the UK</li> <li>countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use maps to identify the UK</li> </ul> </div>	<div>-Collate data from the year</div> <div>Plan and record a weather report to share with parents</div> <div> <ul style="list-style-type: none"> <li>To know that seasons change and what the four seasons are.</li> <li>Identify typical seasonal and daily weather patterns in the United Kingdom</li> </ul> </div>
<div>Geography and Science link</div> <div>  </div> <div>Our children will</div>			

Create a class weather chart to be used to record the weather throughout the year

- Visit Dingley Dell throughout the year to record seasonal change
  - know that seasons change and what the four seasons are.

Identify typical seasonal and daily weather patterns in the United Kingdom-

the changes across the four seasons

- observe and describe weather associated with the seasons and how day length varies
  - Talk about and record their findings

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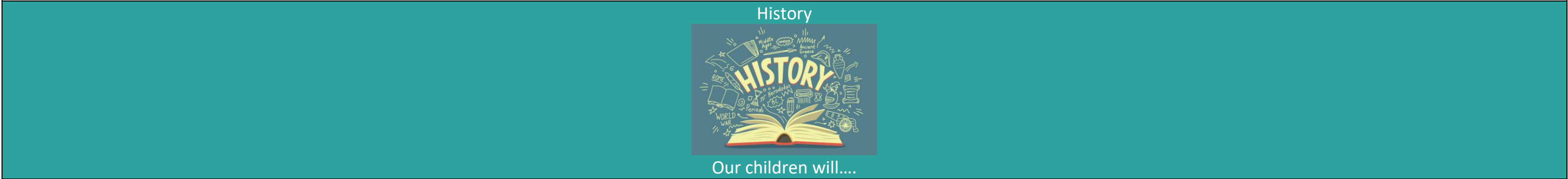
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History  
Our children will....



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Look at school life – ‘Crossflatts in the past’ –

How has school life changed over time?

-learn about changes within living memory.

Look at school life – ‘Crossflatts in the past’ –

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Investigate a "Toybox over time"

Explore old toys from History box

Interview grandparents about their lives and toys they liked to play with in the past.

- Changes within living memory and beyond..
- Describe things that happened to themselves and other people in the past.

Use a timeline to place objects in age order.

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- Compare to Helen Sharman – who was born in Yorkshire (1991)
- Mae Jemison
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Look at a significant person from their locality.
- A significant event that has changed our lives

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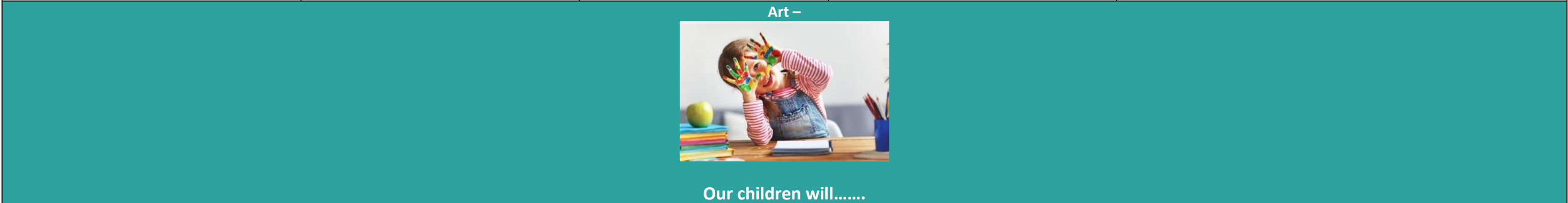
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Art –



Our children will.....



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## Drawing – Study – Frida Kahlo

Create a Self portrait.-focusing on key facial features and positioning of work.

- Develop their proficiency in creating lines , shape and shade.
- Demonstrate control over media

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## Printing

Design and create own christmas wrapping paper using printing core skills.

- Make marks in print with a variety of objects, including natural and made objects.
- Carry out different printing techniques e.g. monoprint, block, relief and resist printing.

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## Painting

### Study Van Gogh's a 'Starry Night' and create their own version of a 'Starry Night piece'

- Develop the ability to control paint and brush.
- Know and name both primary and secondary colours.
- Have an understanding of warm/cold colours.

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## Sculpture

### Design and create a clay 'Dragon's eye'

- To use sculpting to develop and share their ideas, experiences and imagination
- To use tools effectively to create a piece of work.

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Drawing and Painting

Study – local artist Robert Fuller

Create pieces of work in his style using drawing and painting skills taught this year.






- Study a local artist and create works of art in his style.
- Use my ability to control paint and pencil drawing.

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Create pieces of work in his style using drawing and painting skills taught this year.

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		<p>-Mix, use and apply secondary colours in their work.</p> <p>-Explore white/black added to paint colours.</p> <p>How to create moods in art work by using colours and techniques.</p> 		
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Design and Technology



Our children will design , make and evaluate ....

<p>Textiles- ‘A fabric face ‘</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks.</li> <li>Explore and evaluate a range of existing products</li> </ul>		<p>Structure ‘A wooden moving moon buggy’</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials.</p> <p>Evaluate their ideas and products against design criteria.</p>		<p>Food A sensational salad</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks.</li> <li>Explore and evaluate a range of existing products.</li> <li>Understand where food comes from.</li> </ul>
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Computing



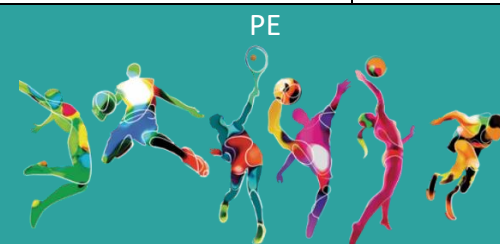
Our children will...

<p>Technnology around us.</p> <p>Digital painting</p> <ul style="list-style-type: none"> <li>develop their understanding of technology and how it can help them in their everyday lives.</li> <li>will start to become familiar with the different components of a computer by developing their keyboard and mouse skills.</li> <li>will also consider how to use technology responsibly.</li> </ul>	<p>Digital painting</p> <ul style="list-style-type: none"> <li>Develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work.</li> <li>Our children will consider their preferences when painting with and without the use of digital devices.</li> </ul>	<p>Digital writing</p> <ul style="list-style-type: none"> <li>Develop their understanding of the various aspects of using a computer to create and manipulate text. become more familiar with using a keyboard and mouse to enter and remove text.</li> <li>consider how to change the look of their text, and will be able to justify their reasoning in making these changes.</li> <li>consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</li> </ul>	<p>Grouping data</p> <p>I to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> <p>During this unit, learners will be logging on to the computers, opening their documents, and saving their documents. Depending on how your school’s system is set up, additional support and time may be required to facilitate these steps, and consideration should be given as to how this will impact the timings of activities in each lesson.</p>	<p>Moving a robot</p> <ul style="list-style-type: none"> <li>be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer programS</li> <li>identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.</li> </ul>	<p>Introduction to animation</p> <ul style="list-style-type: none"> <li>be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds.</li> <li>Use programming blocks to use, modify, and create programs.</li> <li>also be introduced to the early stages of program design through the introduction of algorithms.</li> </ul>
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## Our children will.....

<p>How and why do we care for others?</p> <p><b>What is the same and different about us?</b></p> <p><b>Develop our understanding of- Respect</b></p> <p><b>Celebrate - Harvest Festival, and Black History Month</b></p>	<p>Which books and stories are special?</p> <p><b>Who is special to us?</b></p> <p><b>Tolerance</b></p> <p>World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah</p>	<p>How do we celebrate special events?</p> <p><b>What helps us stay healthy? (biological body parts, growing/changing and keep clean).</b></p> <p><b>Rule of Law</b></p> <p>New Year resolutions Epiphany, Holocaust Memorial Day, Chinese New Year Money Week</p>	<p>What does it mean to belong to a church or mosque?</p> <p><b>What can we do with money?</b></p> <p><b>Individual Liberty</b></p> <p><b>Children's Mental Health Week, Safer Internet Day, International Women's Day</b></p> <p>Lent, Easter, Ramadan</p>	<p>Who brought messages about God and what did they say?</p> <p><b>Who helps to keep us safe?</b></p> <p><b>Democracy</b></p> <p>St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week</p>	<p><b>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</b></p> <p><b>How can we look after each other and the world? (keeping parts of our bodies private).</b></p>
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## Our children will learn the skills to ...

<p><b>Run jump throw</b></p> <ul style="list-style-type: none"> <li>Suggest links between types of exercises e.g. training speed for different jumping activities</li> <li>Demonstrate awareness for the need to improve and attempt to improve</li> <li>Recognise and implement concepts such as waiting your turn</li> <li>Select correct skill for the situation</li> <li>Can start and stop at speed, run in straight lines using a variety of speeds</li> <li>Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.</li> <li>Handle and throw a variety of different objects and attempt to throw for distance</li> <li>Copy and repeat basic movements for extended periods of time developing stamina Demonstrate some core strength to hold a variety of shapes and positions Move a variety of objects quickly</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Use words such as rolling, travelling, balancing, climbing</li> <li>Can identify risks of working on and around apparatus</li> <li>Decide which supporting concepts and actions to add to their sequence</li> <li>Safely move and carry basic gym equipment such as mats and benches</li> <li>Recognise like actions and link them together</li> <li>Perform simple gymnastic actions and shapes</li> <li>Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping</li> <li>Show spinning and rocking in isolation and in short sequence</li> <li>Make their body tense, relaxed, stretched and curled</li> <li>Perform in unison and canon</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Confident to explore space within their dances and movements</li> <li>Identify similarities between gymnastics and dance/other physical activity</li> <li>Recognise that dances can have themes and stories</li> <li>Perform basic body actions along with music</li> <li>Use different parts of the body, combine arm and leg actions</li> <li>Perform with an awareness of body shape required</li> <li>Remember and repeat simple movement patterns</li> <li>Move with control and show spatial awareness</li> <li>With help, compose a basic movement phrase work with a partner</li> <li>Make some suggestions of how other's can improve</li> </ul>	<p><b>Attack defend shoot</b></p> <ul style="list-style-type: none"> <li>Recognise rules and apply them in competitive and cooperative games</li> <li>Discuss changes in the body brought about by exercise</li> <li>Make decisions about how to defend a target</li> <li>Begin to engage in competitive activities</li> <li>Roll, slide or throw a beanbag or ball with accuracy</li> <li>Bounce a medium sized ball to self and attempt to bounce to others</li> <li>Judge when and where to move to get in a defensive position</li> <li>Attempt to intercept and catch a thrown ball</li> <li>Work in collaboration with others to attack and score points</li> <li>Cooperate to perform a range of challenges using skills such as gesture/signalling</li> <li>Identify the things that they like</li> </ul>	<p><b>Send and return</b></p> <ul style="list-style-type: none"> <li>Identify space to send a ball into Identify tactics to outwit an opponent such as hitting to space</li> <li>Can describe how they worked with their partner to send and receive</li> <li>Able to send an object with increased confidence using hand or bat</li> <li>Move towards a moving ball to return with hand or bat</li> <li>Score points against opposition over a line/net</li> <li>Select and apply skills to win points</li> <li>Chase, stop and control balls and other objects such as beanbags and hoops</li> </ul>	<p><b>Invasion games/ Outdoor and Adventurous Activity</b></p> <ul style="list-style-type: none"> <li>Follow simple instructions</li> <li>Find and record items on a list</li> <li>Identify and select equipment based on a symbol</li> <li>Perform in time to a beat showing basic rhythm</li> <li>Handle order and organise equipment</li> <li>Use strength and coordination to complete a task</li> <li>Work with a partner to complete challenges</li> <li>Motivated to play their part in the team</li> </ul>
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<p>showing a range of techniques</p> <ul style="list-style-type: none"> <li>Developed agility and coordination skills to competently take part in a range of activities Work partner to help improve their performance Apply knowledge of boundaries such as lanes &amp; avoid impeding others</li> <li>Participate as part of a team to compete in running relays</li> </ul>		<p>their work</p> <ul style="list-style-type: none"> <li>Engage with the class to perform marching sequence and canon</li> </ul>	<p>about exercise both in and outside of school</p>	<ul style="list-style-type: none"> <li>Track balls and other equipment sent to them, moving in line with the ball to collect or return</li> <li>Work with a partner to send and return an object and play in a simple rally</li> <li>Recognise your actions impact others e.g. feeding a ball accurately and at correct pace</li> <li>Play cooperatively in a game situation</li> </ul>	
<div>Music</div>  <p>Our children will learn to listen, appraise and perform...</p>					
<p>Classical- Beethoven Country -Taylor Swift Charanga –A1- Hey You A2- Rhythm in the way we walk</p> <ul style="list-style-type: none"> <li>To listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles.</li> </ul>		<p>Pop-Take That Jazz- Pink Panther Charanga Spr 1 In the Groove Spr 2 Round and Round</p> <ul style="list-style-type: none"> <li>To begin to understand how pulse, rhythm and pitch work together to create music through warm up games.</li> <li>To use glockenspiels, recorders or band instruments. Start to learn to play in a band or ensemble.</li> <li>To start and sing songs and raps together in a group.</li> </ul>		<p>Rock- Queen Musical- The sound of music Charanga Sum 1 Your Imagination Sum 2 -Reflect, Rewind and Replay To perform in a group/ensemble.</p>	