



Curriculum Framework

For

Year 1

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

English	Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Our Curriculum for Year 1 for the First Half of Autumn Term

Context for Learning: Explorers

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Fiction	Repetitive language, looking at plot, character and story setting, Use of descriptive language and story sequencing. Role-play and performance, writing own versions of a known text. We will be focussing on the following texts linked to our explorers topic. Lost and Found by Oliver Jeffers Funnybones by Janet and Alan Ahlberg The Train Ride by June Crebbin The Man on the Moon by Simon Bartram
	Non-Fiction	Recognising features of a non-fiction text. Using books to find information. Creating own information texts. We will be looking at the following texts: Books on explorers, including Christopher Columbus and Neil Armstrong, books about Cambridge, looking at atlases, plans, maps and leaflets.
	Spelling, Grammar and Punctuation	Exploring sentence structure focusing on capital letters and full stops.
	Phonics	Recap Phase 4 - tricky words and initial and final blends. Moving onto Phase 5 - tricky words, digraphs and trigraphs.
Mathematics	Number and place value ; Mental addition and subtraction	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count)
	Mental addition and subtraction	Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences
	Mental addition and subtraction	Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less
	Geometry: properties of shapes; Geometry: position and direction; Statistics	Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less
	Number and place value	Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set
Science	Seasonal Change	Investigating and documenting the changes around us as Summer turns to Autumn.
Computing	Digital Literacy	Using the Revelation Natural Art programme to create autumnal pictures.
	Programming – Beebots	Learning how to program a beebot to follow a route around a map.
	2simple 2go	Using a simple program to show a journey to school.

Art and Design		Observational drawings. Investigating different forms of sketching e.g. cross-hatching, stippling. Investigating our sense of touch through collage.
Music	Hey you! Charanga -Music program	Singing songs and play instrumental parts within song. Using voices and/or instruments within the song. Perform composition within the song.
Design and Technology		Using junk modelling to make rocket ships - homework
History		Finding out about famous explorers; where they went and what they discovered. Focusing on Christopher Columbus and Neil Armstrong.
Geography		Exploring our school, the area where we live and around our school as well as drawing maps of their journey to school.
Languages		Language of the Term - to be confirmed
Physical Education	Games Kicking and striking Gymnastics Travel and stop	Developing kicking and striking skills through simple games using a variety of equipment e.g. balls, racquets, hockey sticks and bean bags. Learning the rules of safety in gym as well as learning travelling techniques including using hands and feet, rolling and jumping. Development of small sequences using these actions.
PHSE	Beginning and Belonging	Children will start the year by discussing school rules and deciding on class rules. They will explore how to make the classroom a safe and happy place to learn. They will describe emotions that someone new to school may have and how to help them feel welcome. Identify people in their safety circle and help them if they are worried.
Religious Education	What does it mean to belong?	We will be thinking about what it means to belong and learn about groups and religions that different people belong to.
Cooking and Nutrition		

Educational Visits/Visitors	Exploring our local area around Norfolk Street
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Our Curriculum for Year 1 for the Second Half of Autumn Term

Context for Learning: All Around the World

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Poetry Non fiction fiction	Poems from around the world. Books about Australian animals. Creating own information texts. Australian story books Funnybones
Mathematics	Number and place value Mental addition and subtraction Geometry: position and direction ; Measurement Mental addition and subtraction ; Mental multiplication and division Number and place value; Measurement	Understand and then make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6) Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s
Science	Animals including humans. Seasonal Change	Identifying, describing and naming a variety of animals, focussing particularly on Australian animals. Sorting and classifying animals according to their appearance, the way they move and what they eat. Comparing weather in England and Australia. Observing, describing and measuring the weather from day to day.
Computing	E safety	Finding information on the internet and learning how to stay safe on line. Learning how to navigate age appropriate websites. Learning how to communicate with other people.
Art and Design		Experimenting with colour mixing. Creating aboriginal art Painting and drawing animals focusing on colour and pattern.
Music	Music from around the world.	We will listen to and compare music from different countries and investigate creating similar sounds using a variety of tuned and un-tuned percussion instruments.
Design and Technology		
History		
Geography		Finding out about different places around the world with the help of 'Barnaby Bear'. Locating some countries on a world map and comparing them to where we live, focussing in particular on Australia. We will discuss different ways of travelling and make our

		own passports in preparation for our 'plane journey to Sydney'.
Languages		Language of the term – German.
Physical Education	<p>Dance from around the world.</p> <p>Games Rolling and receiving</p>	<p>Developing the ability to skip and jump, explore different ways of moving around, and learning to control their movements with regard to shape and dynamics. They will develop these ideas through creative movement and exploration, listening and responding to a variety of music from around the world.</p> <p>Exploring and practising rolling, receiving and travelling with a ball Practising combining skills together. Observing, identifying and describing different actions, using appropriate vocabulary.</p>
PHSE and Citizenship	<p>Family and Friends Lost and Found Anti bullying</p>	<p>Learning how to keep safe in variety of contexts and identifying people who they trust and can talk to if they have any worries.</p> <p>Anti bullying week.</p>
Religious Education	<p>Celebrations: Why is Christmas important to Christians?</p>	<p>Discussing why Christians celebrate Christmas and looking at various different aspects of the festival.</p>
Cooking and Nutrition	<p>Introduction to cooking - Leek and mushroom crustades</p>	<p>Learning to use the basic principles of a healthy and varied diet to prepare dishes. Safety and hygiene in the kitchen</p>

Educational Visits/Visitors	<p>Flight to 'Australia' – making and packing own suitcases and going on a pretend flight to Australia. Visit from pilot. Trip to Zoology museum. (if reopened) Visit from Caroline Dale from St Matthew's church</p>
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Our Curriculum for Year 1 for the First Half of Spring Term

Context for Learning: Terrific toys!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Fiction	Reading and enjoying Mick Inkpen books focusing on toys e.g. Kipper's Toybox, Threadbear, Bear etc Looking at the characters from Toy Story and using a clip from the film as inspiration for our stories about toys that come to life.
	Non-fiction	Writing about favourite toys Working together to make a book about toys Describing toys from the past and explaining what they are made from and how they work
Mathematics	Number and place value	Use a 100 square to locate 2 digit numbers and find more than and less than. Read, write and say 2-digit numbers and understand them as some tens and some ones
	Mental addition and subtraction	Revise pairs to 5, 6, 7, 10 and doubles to double 6 Use number facts to solve simple addition and subtraction word problems
	Mental multiplication and division	Add by putting the larger number first and counting on (numbers up to 100)
	Geometry - properties of shapes and measurement of time	Name, recognise and know the properties of 3D shapes Begin to sort 3D shapes according to properties Order and name the days of the week and months of the year and recognise and name the seasons Count on and back in tens from any number
Science	Pushes and pulls Everyday materials	To know that objects can be moved by pushing and pulling and that the harder you push the faster it will move. To know that pushes and pulls can change the shape of things. To know that a force can change the direction of things To know how a thaumotrope moves. Know two magnets can push or pull each other.
Computing	Programming	To know that machines follow instructions and that we can program them to follow instructions we write.
Art and Design		Drawing teddies
Music	In The Groove	Listening to, appraising and performing different songs in the Blues style
Design and Technology	Making puppets	Making Sock Puppets linked to the text 'Kipper's Toybox' by Mick Inkpen. Investigating different types of puppets and how they are made to move and what material they are made from. Designing, making and evaluating our own glove puppets using fabric. Practising sewing skills.
History	Toys in the past	Using artefacts and resources to recognise characteristics of old and new toys including Victorian toys. During our 'Toys' day children will have the opportunity to be 'archaeologists' and dig for old toys, as well as make their own toys with links to the past e.g. spinning tops

Geography		Not covered this half term.
Languages		Language of The Term
Physical Education	Dance Games	Toy Soldier Pinocchio dance Throwing and catching skills To be able to throw and catch with increasing control To be able to aim, throw and catch a ball with a partner
PHSE and Citizenship	Working Together Diversity and Communities	Talking about the names of a basic range of feelings and talking about what might prompt different feelings in themselves and others. Understanding that emotions and actions can have an effect on us and others. Talking about how to get support when it's needed.
Religious Education	Judaism	To know what Jews believe in and what the Jewish special day is called and how it is celebrated. To know that there are certain foods that Jewish people do and do not eat. To ask and answer questions about the Jewish way of life. To know the Jewish religious book is called the Torah
Cooking and Nutrition	Basic skills	Practising using basic knife skills to cut soft fruit and make a smoothie.

Educational Visits/Visitors	Tuesday 20th January History Off The Page – Toys from the Past
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Our Curriculum for Year 1 for the Second Half of Spring Term

Context for Learning: When the circus comes to town!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Fiction	Reading a range of fiction books linked to the circus including 'If I ran the circus?' by Dr Seuss
	Poetry	Looking at poetry on the theme of circus and acrostic poems.
	Non-Fiction	Making information posters to advertise a circus, writing a report about the circus skills workshop and writing information about a circus performance.
Mathematics	Number and place value	Recognise odd and even numbers, locating 2 digit numbers on a 100 square
	Mental multiplication and division	Doubles and pairs to 20
	Fractions, ratio and proportion	find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half
	Measurement	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour
Science	Sound and Hearing	Identifying different sound sources, investigating how we hear and how distance affects the sounds we can hear. Making own instruments at home to perform in a class circus band.
Computing	E-Safety	Searching safely on the internet to research circus Using 2Publish to make an information page about a circus performer
Art and Design		Pastel clowns Clay clown heads Using photographs of ourselves to turn into clowns using different resources.
Music	Rhythm in the way we walk / Banana Rap	Listening to, and appraising, a range of different styles of music including reggae, rock and Holst. Learning about the term 'pitch'
Design and Technology		
History		
Geography		
Languages	Language of the Term	Learning common Polish words for 'hello', 'goodbye', 'thank you' etc
Physical Education	Games	Kicking and Striking Developing striking skills with hockey sticks Hitting a ball to a target Playing simple team games
	Circus Skills	Using a range of equipment to develop skills such as balance, controlled movement and throwing and catching
PHSE and Citizenship	Drug Education	Exploring what it means to be healthy, and how to stay healthy. Benefits of regular exercise and how this helps us to keep healthy. Understanding a healthy diet and the benefits of 5 a day.

Religious Education	Easter	Why do Christians celebrate Easter?
Cooking and Nutrition	Linked to Healthy Lifestyles linked to PSHE	

Educational Visits/Visitors	Jezo Circus Skills Workshop – Wednesday 25 th February
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Our Curriculum for Year 1 for the First Half of Summer Term

Context for Learning: Over the rainbow...

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Fiction	Reading a range of Traditional Tales including Jack and the Beanstalk, Little Red Riding Hood. Comparing traditional tales from around the world including tales about the weather. Reading fantasy fiction including The Gruffalo and Where The Wild Things Are.
Mathematics	Mental addition and subtraction	Adding three small numbers. Understanding place value in two digit numbers.
	Measurement	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity
	Fractions and Money	Recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; recognise, name and know value of coins 1p–£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins
Science	Seasonal Change	Exploring changes between spring and summer. Recording the weather.
Computing		Making weather reports Using Revelation Natural Art programme to create artwork based on the weather
Art and Design	Natural Art	Natural art sculptures looking at the work of Andy Goldsworthy. Art linked to weather – colour-mixing hot and cold colours. Experimenting with art techniques to portray different weather conditions. Looking at famous paintings depicting weather. Vincent Van Gogh's Sunflowers.
Music	Round and Round	Listen and appraising - Latin music, film music and a mash-up of Dance and Jazz music.
Design and Technology	Fruit Salad	Designing, making and tasting fruit salads.
History		
Geography	Weather	Linked to Science - recording and observing weather changes. Using rain gauges and measuring temperature.
Languages		
Physical Education	Swimming	Weekly swimming lessons at Parkside Pool
	Tennis	Tennis Coach
	Team Games and Ball Skills	Premier Sport Coach
PHSE and Citizenship	Managing Change	Learning why healthy eating and physical activity are important. Learning the difference between active and inactive. Thinking about food likes and dislikes. Learning about balanced diets.

Religious Education	Sikhism	What do Sikhs believe about God? How does this help them live their life? Looking at special books and celebrations.
Cooking and Nutrition	Balanced Diets	Linked to PSHE

Educational Visits/Visitors	<p>Walk to the Botanical Gardens to observe signs of spring and summer.</p> <p>Walk to the Central Library to explore traditional tales.</p>
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Our Curriculum for Year 1 for the Second Half of Summer Term

Context for Learning: No place like home!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Non-Fiction	Devising questions to ask at Hedingham Castle using appropriate question words and using question marks. Researching castles using reference books and materials. Identifying features of non-fiction books and using their knowledge to make their own information book about a castle Writing a recount of the trip to Hedingham Castle. Writing persuasive letters
Mathematics	Number and Place Value	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions
	Mental multiplication and division	Count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find change from 10p and from 20p
	Measurement	Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks
	Statistics	Read, interpret and create a pictogram; begin to recognise and read block graphs
Science	Everyday materials	Investigating different materials and talking about their properties Finding out which materials are the best materials to use for certain purposes e.g. buildings, cooking, clothes etc Investigating waterproof materials
	Seasonal Change	Exploring signs of summer and how it affects the weather and how it makes us feel and changes our behaviour
Computing	Internet Research	Researching Hedingham Castle and life in castles
	Programming	Using Beebots to program instructions
Art and Design	Drawing	Observational drawings of signs of summer
	Painting	Artwork associated with homes and castles
	Collage	Selecting different materials to make a collage
Music	Reflect, Rewind and Replay	Listening to and appraising the history of music through pieces such as The Bird by Sergei Prokofiev and The Firebird by Stravinsky. Revising terms such pitch, rhythm and pulse
Design and Technology	Make a home from a box	Choosing materials to make a model house at home
History	Homes in the past Castles	Identifying features of a castle and thinking about who would have lived there Comparing features of Victorian houses and talking about who lived there and how life was different
Geography	Homes around the world	Comparing houses around the world. Identifying features of homes in our local area and the different types of home e.g. terraced, detached, flat etc.

Languages	Language of the Term	French
Physical Education	Swimming	Swimming lessons will continue at Parkside Swimming Pools for all three classes
	Tennis	Sessions with a tennis coach
	Athletics - Team Games	Athletics and team game skills and preparation for Sports Day e.g. egg and spoon and running races
PHSE and Citizenship	SRE 1 and 2	Identifying and naming situations which might be risky and discussing ways in which the risk can be reduced Identifying and naming some emotions that might occur in risky situations
Religious Education	Christianity	Identifying places which are special to Christians – including a visit to explore St Matthew’s church Naming special objects inside the church and thinking about why people go to church
Cooking and Nutrition	Potato Salads	Using the bridge method to chop Mixing , dressing and combining ingredients

Educational Visits/Visitors	Wednesday 10 th June – Visit to Hedingham Castle Thursday 25 th June – Sports Day on Parker’s Piece Tuesday 30 th June – Tennis Festival at the Lawn Tennis Club Visit to St Matthew’s Church – date tbc
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