

| Year Group: One                       |                                                                                                                                                 |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Vision:</b>                        | A caring Christian community where every child achieves a love of life and of learning.                                                         |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
| <b>Values:</b>                        | Trust, friendship, respect, forgiveness, courage and truthfulness.                                                                              |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
| <b>Curriculum Drivers:</b>            | <b>Spirituality:</b> Our curriculum provides children with opportunities to explore the big questions in the world.                             |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
|                                       | <b>Possibilities:</b> Our curriculum intends to raise children’s aspirations and set high expectations for ALL pupils.                          |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
|                                       | <b>Well-Being:</b> Our curriculum intends to raise self-esteem and self-confidence.                                                             |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
|                                       | <b>Belonging:</b> Our curriculum intends to educate children about their place in the world.                                                    |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
|                                       | <b>World Aware:</b> Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in. |                                                                                                     |                                                                                                         |                                                                                                           |                                                             |                                                                                    |
|                                       | Autumn – My Life, My Home                                                                                                                       |                                                                                                     | Spring – Whatever the Weather                                                                           |                                                                                                           | Summer – Our Wonderful World                                |                                                                                    |
| <b>Reading</b>                        | Phonics                                                                                                                                         | Phonics                                                                                             | Phonics                                                                                                 | Phonics                                                                                                   | Phonics                                                     | Phonics                                                                            |
| <b>Writing</b>                        | Fiction/Narrative: Simple Sentence Writing and Traditional Tale Innovation<br>Non-fiction: Report, Labelling and Captions                       | Fiction/Narrative: Sequel Story, Descriptions and Poetry<br>Non-fiction: Letters, Lists, Discussion | Fiction/Narrative: Meeting Tale and Character Description<br>Non-fiction: Persuasion and a Guide Report | Fiction/Narrative: Adventure Story Sequel<br>Non-fiction: Fact File, Non-Chronological Report and Letters | Fiction/Narrative: Fables<br>Non-fiction: Letter Writing    | Fiction/Narrative: Wishing Tale<br>Non-fiction: Instructions and Persuasive Poster |
| <b>Maths</b>                          | Place Value, Addition and Subtraction                                                                                                           | Addition, Subtraction and Shape                                                                     | Place Value, Addition and Subtraction                                                                   | Place Value, Length, Height, Mass and Volume                                                              | Multiplication, Division, Fractions, Position and Direction | Place Value, Money and Time                                                        |
| <b>Science</b>                        | Seasonal Changes                                                                                                                                | Everyday Materials                                                                                  | Sensitive Bodies                                                                                        | Comparing Animals                                                                                         | Introduction to Plants                                      | Investigating Science Through Stories                                              |
| <b>RE</b>                             | What do Christians believe God is like?                                                                                                         | Why does Christmas matter to Christians and how do people celebrate it?                             | What is it Like to be brought up in a Muslim home in the UK today?                                      | What is it Like to be brought up in a Hindu home in the UK today?                                         | How do stories and art express worldviews?                  |                                                                                    |
| <b>History</b>                        | How Am I Making History?                                                                                                                        |                                                                                                     | How Have Toys Changed?                                                                                  |                                                                                                           | How Have Explorers Changed the World?                       |                                                                                    |
| <b>Geography</b>                      |                                                                                                                                                 | What is it Like Here?                                                                               |                                                                                                         | What is the Weather Like in the UK?                                                                       |                                                             | What is it Like to Live in Shanghai?                                               |
| <b>Music</b>                          | Keeping the Pulse (My Favourite Things)                                                                                                         | Tempo (Snail and Mouse)                                                                             | Dynamics (Seaside)                                                                                      | Sound Patterns (Fairytale)                                                                                | Pitch (Superheroes)                                         | Musical Symbols (Under the Sea)                                                    |
| <b>Art</b>                            | Drawing: Make Your Mark                                                                                                                         | Craft & Design: Woven Wonders                                                                       | Painting and Mixed Media: Colour Splash                                                                 |                                                                                                           | Sculpture and 3D: Paper Play                                |                                                                                    |
| <b>DT</b>                             | Mechanisms: Making a Moving Story Book                                                                                                          | Mechanisms: Wheels and Axles                                                                        | Textiles: Puppets                                                                                       | Structures: Construct a Windmill                                                                          |                                                             | Cooking and Nutrition: Smoothies                                                   |
| <b>Computing (including e-safety)</b> | Computer Systems and Networks: Improving Mouse Skills                                                                                           | Programming: Algorithms Unplugged                                                                   | Skills Showcase: Rocket to the Moon                                                                     | Programming: Beebots                                                                                      | Creating Media: Digital Imagery                             | Data Handling: Introduction to Data                                                |
|                                       | Using the Internet Safely                                                                                                                       | Online Emotions                                                                                     | Always Be Kind and Considerate                                                                          | Posting and Sharing Online                                                                                | How Much Time Should We Spend on Technology?                |                                                                                    |
| <b>PE</b>                             | Ball Skills and Team Building                                                                                                                   | Dance                                                                                               | Gymnastics and Sending and Receiving                                                                    | Striking and Fielding and Invasion Games                                                                  | Yoga and Net and Wall Games                                 | Athletics and Target Games                                                         |
| <b>PSHE</b>                           | Me and My Relationships                                                                                                                         | Valuing Difference                                                                                  | Keeping Myself Safe                                                                                     | Rights and Responsibilities                                                                               | Being My Best                                               | Growing and Changing                                                               |