



# Curriculum Planner

Term: Spring 1 2025

Year: 1

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Perseverance	Tolerance of different faiths and beliefs

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>• Vocabulary linked to: explorers, everyday materials, perseverance and tolerance of those of different faiths and beliefs</li> <li>• Opportunities for reading a variety of different books.</li> <li>• Class read</li> <li>• Daily comprehension opportunities</li> <li>• Daily guided reading</li> <li>• Daily spaced learning and stem sentences</li> <li>• Material hunt in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Class worship focus and activities relating to this.</li> <li>• Class collective worship book</li> <li>• Class reflection area</li> <li>• Looking after our outdoor area</li> <li>• Global learning</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom routines and behaviour</li> <li>• Emotion station</li> <li>• Daily PSHE sessions</li> <li>• Daily golden mile</li> <li>• Daily fruit break</li> <li>• Opportunities for hot school meals</li> </ul>

<p style="text-align: center;"><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Daily Phonics, using Read, Write, Inc. scheme</li> <li>• Read, Write, Inc. Get Writing</li> <li>• Guided Reading through Read, Write, Inc.</li> <li>• Capital letters, finger spaces and full stops</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Number: Place Value (within 20)</li> <li>• Number: Addition and Subtraction (within 20)</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparable and fair tests</li> <li>• Making systematic and careful observations and where appropriate taking accurate measurements using standard units and a range of equipment</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>
<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p>What do people believe about God? (Islam)</p> <ul style="list-style-type: none"> <li>- Understand and describe the nature of God within Islam.</li> <li>- Understand why Allah has 99 names.</li> <li>- Understand that the Qur'an was revealed to Muhammad (PBUH).</li> <li>- Retell the Islamic Creation story.</li> </ul>	<p><b><u>History</u></b> - Explorers</p> <ul style="list-style-type: none"> <li>• To find out about Christopher Columbus and what he was trying to achieve</li> <li>• Find about about Christopher Columbus' journey and what he discovered</li> <li>• Explore the impact of Columbus' voyages and what he brought back to Europe</li> <li>• Find out who Neil Armstrong is and why he is remembered today</li> <li>• The impact that the landing on the moon had on the world</li> </ul> <p>Compare the lives and achievements of Christopher Columbus and Neil Armstrong</p>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><u>Hit catch run</u></p> <ul style="list-style-type: none"> <li>• To be able to hit objects with a hand</li> <li>• To be able to hit objects with a bat</li> <li>• To track and retrieve a rolling ball</li> <li>• To throw and catch a variety of balls and objects</li> </ul>
<p style="text-align: center;"><b><u>D &amp; T</u></b></p> <ul style="list-style-type: none"> <li>• Structures – Free standing structures.</li> <li>• Creating a piece of playground equipment.</li> </ul>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b>'In the Groove' – Charanga Music</b></p> <ul style="list-style-type: none"> <li>• Playing in different styles and learning about those styles</li> </ul>	<p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• Explore the British Value of the term</li> <li>• Know how to keep myself physically and emotionally safe</li> <li>• Create a safe home 'keeping myself safe'</li> <li>• Keeping myself safe – peer pressure</li> <li>• Internet safety day</li> </ul>

<u>Computing – Purple Mash</u>	<u>SMSC</u>	<u>Language of the Moment</u>
Maze Explorers (Unit 1.5) <ul style="list-style-type: none"> <li>• Create and debug simple programmes</li> </ul> Technology outside school (Unit 1.9) Recognise common uses of information technology beyond school	<b>Social:</b> Importance of hygiene, conflict resolution <b>Moral:</b> Distinguish between right and wrong <b>Spiritual:</b> Understanding how to regulate emotions <b>Cultural:</b> Understanding different religions and cultures (Islam)	Learning to say ‘hello’ in a variety of languages

<b><u>Parental engagement:</u></b> <ul style="list-style-type: none"> <li>• Children to read as much as possible out of school</li> <li>• Phonics links sent to parents for online learning</li> <li>• Teacher or Teaching Assistant parental interaction on the gate in the morning and afternoon</li> </ul>	<b><u>Visits and visitors:</u></b> <ul style="list-style-type: none"> <li>• Material hunt in the local community</li> </ul>
<b><u>Cultural Capital:</u></b> <ul style="list-style-type: none"> <li>• Nationality display</li> <li>• Language of the week – register greetings</li> <li>• Encouraging and modeling language and vocabulary</li> <li>• Enhanced provision indoors and outdoors, some with open ended intent</li> <li>• Experience of a range of materials in play</li> <li>• Exploring stories through props, small world and role play</li> </ul> Material hunt in the local community	<b><u>Global Learning:</u></b> <ul style="list-style-type: none"> <li>• Tolerance of different faiths and beliefs (PSHE)</li> <li>• Materials in the community (Science)</li> <li>• Explorers (History)</li> <li>• Islam (RWV)</li> <li>• Safer Internet Day (Computing and PSHE)</li> <li>• Language of the moment – register greetings</li> </ul>
<b><u>Caring for the environment and each other:</u></b> <ul style="list-style-type: none"> <li>• Caring for our outdoor area</li> <li>• Outdoor and indoor routines</li> <li>• Recycle bins for paper and card</li> <li>• Turning off lights as we leave the room</li> <li>• Keeping the doors closed to keep the heat in</li> </ul>	