




## 2022-2023 Year 1 Curriculum - Engage, Challenge, Inspire


|   |                | Term 1   | Term 2  | Term 3  | Term 4   | Term 5  | Term 6  |
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| <b>Topic/Theme</b>                                    |                | <b>All about me:</b><br><i>What makes me me?</i>   | <b>Terrific Toys:</b><br><i>Have children always had toys to play with?</i>   | <b>Arrr it's the Pirates:</b><br><i>Who were pirates and what did they do?</i>  | <b>Sensational Superheroes:</b><br><i>Can ordinary people be superheroes?</i>  | <b>Castles, knights, dragon and princesses:</b><br><i>Why were castles built and who lived in them?</i>                                   | <b>Amazing Animals around the world:</b><br><i>What animals live on our planet?</i>   |
| <b>Hook</b>   |                | Baby photos - bring in and play guess who  | Watch a clip from Toy Story movie   | Treasure Island Classroom set up for immersive experience   | Superhero dress up day   | Fairy Tale Crime Scene - The fairy-tale investigators   | Animal in-school workshop?  |
| <b>Educational Visits/Visitors</b>                    |                | Walk in local area - post letters  | Banbury Museum: Toys & childhood<br>May the 'toys' be with you exhibition   |   | Fire/police visit to school  | Warwick Castle  | Reptiles or animal in school workshop?  |
| <b>Final Outcome (English / Humanities / Science)</b> |                | English: Funny Bones list poem<br><br>Humanities: Write and post a letter home<br><br>Science: Skeleton Museum | English: 'How a toy works' explanation<br><br>Humanities: Toy timeline<br><br>Science: Lift the flap material booklet about toys. | English: Pirate biography<br><br>Humanities: Labelling the world oceans<br><br>Science: Materials, floating & sinking investigation | English: Smoothie instructions<br><br>Humanities: Superhero maps of the school to catch the baddie.<br><br>Science: School plant/tree/flower spotter walk. | English: Retell the Princess and the Pea<br><br>Humanities: Fact file about The Queen<br><br>Science: Growing peas and observing changes. | English: Animal information book<br><br>Humanities: Comparing animals around the world<br><br>Science: Complete weather diaries |
| <b>English</b>  | <b>Reading</b> | Super duper you (Sophy Henn)<br><br>Senses poems (John Foster)   | Toys in Space (Mini Grey)<br><br>Toys and Games: History Snapshots (Sarah Ridley)   | Pirates Love underpants (Claire Freedman)<br><br>Pirate Poems   | Supertato Veggies Assemble (Sue Hendra)<br><br>Real Superheroes (Julia Seal)   | George and the dragon (Christopher Wormell)<br><br>Castles: Big Cat Collins (Maggie Freeman)  | The Ugly Five (Julia Donaldson)<br><br>The National Geographic book of animal poetry (J. Patrick Lewis)                         |

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|              | <b>Narrative</b>       | Text: What makes me a me? By Ben Faulks (3 weeks)<br><br>Write simple sentences using patterned language, words and word phrases taken from familiar stories | Text: Lost in the toy Museum (3 weeks)<br><br>Write simple sentences using patterned language, words and word phrases taken from familiar stories | Text: Pirate next door or Pirate Cruncher (3 weeks)<br><br>Write a series of sentences to retell events                  | Text: Eliot Midnight superhero (3 weeks)<br><br>Write a series of sentences to retell events                                  | Text: Zog (2 weeks)<br><br>Write a retelling of a traditional story  | Text: Flip, Flap Jungle (2 weeks)<br><br>Create a simple animal descriptions using text as inspiration. Create an 'animal amalgamation class book' |
|              | <b>Non-narrative</b>   | Labels, lists and captions (1 week)<br><br>Write labels and sentences for an in class exhibition (linked to labelled body parts for Science)                 | Explanation (2 weeks)<br><br>Draw picture to illustrate how a toy works. Write several sentences to support the explanation of how it works.      | Report (2 weeks)<br><br>Write a series of simple sentences about the life of a famous pirate.                            | Instructions (2 weeks)<br><br>Following making superhero smoothies, write up the instructions                                 | Recount (2 weeks)<br>Write simple 1st person recount based on Warwick Castle experience - using sequencing conjunctions to aid order.<br><br>Assessment Week | Non chronological report (4 weeks)<br>Simple report with a series of sentences to describe different types of animals                              |
|              | <b>Poetry</b>          | Vocabulary Building 1 week<br>Read, write and perform free verse - linked to Funny Bones   | Vocabulary Building 2 weeks<br>Read, write and perform free verse   | Structure rhyming couplets 1 week<br>Recite familiar poems   | Vocabulary Building 1 week<br>Read, write and perform free verse  |  |  |
| <b>Maths</b> |                        | Number Place value (within 10) 4 weeks<br><br>Number: Addition & Subtraction (within 10) 3 weeks   | Number: Addition & Subtraction (within 10) 2 weeks<br><br>Geometry: Shape 1 week<br><br>Number: Place value (within 20) 2 weeks                   | Number: Addition & Subtraction (within 20) 3 weeks<br><br>Number: Place Value (within 50) 3 weeks<br><br>Assessment Week | Measurement: Length & Height 2 weeks<br><br>Measurement: Weight & Volume 2 weeks<br><br>Geometry: Position & Direction 1 week | Number: Multiplication & Division 3 weeks<br><br>Assessment Week<br><br>Number: Fractions 2 weeks  | Number: Place value (within 100) 2 weeks<br><br>Measurement: Money 1 week<br><br>Measurement: Time 2 weeks   |
|              | <b>Real life links</b> | Looking at birth dates and months of everyone's birthdays.   | Comparing lengths/heights of toys<br><br>Weighing toys.   | Shopping   | Shopping<br>Planting flowers in arrays/how many have you counted and how do you know.   | Beebot Castle maps - direct the Beebot safely through the Hairy Scary Castle.  | Dear zoo 'shop' selling animals<br><br>Play what's the time Mr Wolf  |

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|                  |   |   | How far and fast does a wind up car travel etc?  |   | Selling seeds to parents - children to count out correct amount and design the cover for this  |  |   |
|                  | <b>Cross-curricular links</b>   | Funny Bones<br>Addition/subtraction<br>Looking at birthdates and months of everyone's birthdays.<br>Skelton number line in the classroom (teeth in skulls!)   | Comparing lengths/heights of toys<br><br>Weighing toys.<br><br>How far and fast does a wind up car travel etc?   | Link calculations to treasure<br>Pirate shape links - design pirate underpants using pirate shapes<br>Pirate/underwear themed number line<br><br>Science: floating and sinking, what is the heaviest/lightest | Science: Most common plant/flower in school ground - tally<br>Number flowers (bonds)<br>Flower based/Superhero number line   | Shield and banner designs<br><br>Measuring height of plants/size of peas   | The great pet sale (book) - link to money<br><br>Weather diaries (writing in these daily over a period of time).<br>Use language of time. |
| <b>History</b>   | <b>Changes within living memory</b><br><br><i>Create a timeline of birth to now</i><br><br><i>Understand as time passes people change</i><br><br><i>Discuss concept of then and now</i> | <b>History of toys: now and then</b><br><br><i>Understand changes within living memory e.g. how have toys that you play with now changed from toys you played with as a baby.</i><br><br><i>Discuss event beyond living memory that are significant nationally or globally - first teddy bear, when Lego was created.</i> | <b>Famous Pirates</b><br><br><i>To understand the lives of Edward Teach (Blackbeard) &amp; Ann Bonny and the role they played in the past.</i><br><br><i>Compare the lives of significant pirates.</i> | Florence Nightingale. & Mary Seacole  | <b>Castles</b><br><br><i>Understand how aspects of national life changed linked to castles</i><br><br><i>Discuss why castles were built and types of British castles</i><br><br><i>Understand the life of Queen Elizabeth II and the contributions she made to the UK and beyond</i><br><br><i>Know why we are celebrating/celebrated the coronation of King Charles III</i> |  |   |
| <b>Geography</b> | <b>Where I live - look at local areas, what physical/human features do you live near. Go for a walk around Banbury and look at local features. Post letters home</b>                    |   | 'Sailing the 7 seas' - Name and locate the world's 7 continents and 5 oceans (Arctic, the Atlantic, the Indian, the Pacific, the Mediterranean, the Caribbean, and the Gulf of Mexico)                 | Use simple compass directions to describe the location of features and routes on a map - link with helping superheroes catch baddies.   |  | <b>Studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country e.g</b><br><i>Comparing UK to Artic Region - link with</i> |   |

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|                       | <p>Understand key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> |  | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Identify countries, continents and oceans</p> <p>Name and locate the world's seven continents and five oceans</p>   | <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> |   | <p><b>animals living in these regions.</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> |
| <p><b>Science</b></p> | <p><b>Animals (Human section)</b></p> <p>Identify, name, draw and label the basic parts of the human body</p> <p>Say which part of the body is associated with each sense</p>   | <p><b>Materials - what are toys made of?</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> | <p><b>Materials - Float and sinking experiments</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> | <p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>  | <p><b>Plants</b></p> <p>Use local environment to explore</p> <p>Answer questions about plants growing in their habitat</p> <p>Observe growth of peas they have planted</p> <p>STEM activity:<br/> <a href="https://www.science-sparks.com/princessand-the-pea-activity/">https://www.science-sparks.com/princessand-the-pea-activity/</a></p> | <p><b>Animals</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>  |

| <p style="text-align: center;"><b>Seasonal changes/weather diary</b></p> <p style="text-align: center;"><i>Keep a weather/season diary to last throughout the year that will be updated each half term.</i></p> <p style="text-align: center;"><i>Seasonal changes/weather diary observe changes across the 4 seasons</i><br/> <i>Observe and describe weather associated with the seasons and how day length varies</i></p> |   |   |   |  |   |   |
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| <b>RE</b>  | <p><b>Is everybody special?</b></p> <p><i>Faiths: Christianity, God, Belonging</i></p> <p><i>Does it feel special to belong?</i></p> <p><i>Who do I believe I am?</i></p> | <p><b>Should we celebrate Harvest or Christmas?</b></p> <p><i>Faiths: Christianity, Harvest, Christmas, Celebration</i></p> <p><i>Are religious celebrations important to people?</i></p> <p><i>Is God important to everyone?</i></p> | <p><b>How should people care for the world?</b></p> <p><i>Faiths: Christianity, Judaism, Creation</i></p> <p><i>Does the world belong to God?</i></p> <p><i>Should people take care of the world?</i></p> | <p><b>Should everyone follow Jesus?</b></p> <p><i>Faiths: Christianity, Jesus, Leaders, Rabbi, Vicars</i></p> <p><i>What can I learn from stories from religious traditions?</i></p> <p><i>Should people follow religious leaders and teachings?</i></p> | <p><b>Are some stories more important than others?</b></p> <p><i>Faiths: Christianity, Judaism, Old Testament stories, Moral stories</i></p> <p><i>What can I learn from stories from religious traditions?</i></p> <p><i>Should people follow religious leaders and teachings?</i></p> | <p><b>Do we need to share special places?</b></p> <p><i>Faiths: Judaism, Synagogue, Community, Symbols</i></p> <p><i>Does it feel special to belong?</i></p> <p><i>Who do I believe I am?</i></p> |
| <b>Computing</b>   | <p><b>Computing systems &amp; networks:</b></p> <p>Technology around us</p>   | <p><b>Creating Media:</b></p> <p>Digital painting</p>   | <p><b>Programming 1:</b></p> <p>Move a robot</p>  | <p><b>Data &amp; information:</b></p> <p>Group data</p>  | <p><b>Creating Media:</b></p> <p>Digital writing</p>  | <p><b>Programming 2:</b></p> <p>Programme animations</p>  |
| <b>Design and Technology</b>   |   | <p>Moving vehicles. Make a toy car for our class owl and squirrel</p>   | <p>Moving Pirate pictures - sliders</p>   | <p>Cooking and nutrition - Superhero Smoothies</p>   | <p><b>DT Day:</b> Castle Construction (Lego, junk modelling, play doh, etc)<br/>           Invite parents in after school to look at creations.</p>   |   |
| <b>Art and Design</b>  | <p>Self-Portraits</p> <p>Artist: Julie Opie</p> <p>Visual Element Focus: Line &amp; colour</p> <p>Process: Drawing &amp; Painting</p>                                     |   |   | <p><b>One off art day:</b></p> <p>Superhero pictures</p>  <p>Pop Art Onomatopoeia words</p>   | <p>The Princess and the pea weaved bed mattresses</p> <p>Artist: Gunta Stölzl</p> <p>Visual Element Focus: texture &amp; colour</p> <p>Process: Textiles: weaving</p>   | <p>Animal collages</p> <p>Artist: Henri Rousseau</p> <p>Visual Element Focus: shape space, texture</p> <p>Process: Collage</p>  |

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| <b>Music<br/>(Kapow Music)</b> | Pulse and rhythm<br>(Theme: All about me)  | Musical vocabulary<br>(Under the sea)   | Vocal and body sounds<br>(Theme: By the sea)  | Pitch and tempo<br>(Theme: Superheroes)   | Timbre and rhythmic<br>patterns<br>(Theme: Fairytales)  | Classical music,<br>dynamics and tempo<br>(Theme: Animals)   |
| <b>PE (Indoor)</b>             | Wide, narrow, curled   | Body Parts  | Growing   | The Zoo   | Games for<br>understanding  | Team Building  |
| <b>PE (Outdoor)</b>            | Running 1  | Hands 1   | Feet 1  | Hands 2   | Jumping 1   | Health & Well-being  |
| <b>PSHE</b>                    | <p><b>Me and My World</b></p> <p><i>Know our classroom has rules.</i></p> <p><i>Be able to share how I am special/unique.</i></p> <p><i>Understand the range of groups I belong to.</i></p> <p><i>Be able to work as a team.</i></p> <p><i>Know how to show good learning behaviour.</i></p> | <p><b>Keeping Me Healthy and Safe</b></p> <p><i>Know how to keep my brain healthy.</i></p> <p><i>Know what keeps me healthy. (food/exercise)</i></p> <p><i>Understand safer strangers/safer places.</i></p> <p><i>Know how to keep myself safe.</i></p> <p>SCIB</p> | <p><b>Relationships and Feelings 1</b></p> <p><i>Understand I belong to a family unit.</i></p> <p>SCIB</p> <p><i>Know what jealousy is.</i></p> <p><i>Understand the meaning of STOP.</i></p> <p><i>Know why friendship is important.</i></p> | <p><b>We're Different and that's Amazing!</b></p> <p><i>Be able to identify differences in my class.</i></p> <p><i>Know how to show respect to others.</i></p> <p><i>Understand what is fair/unfair.</i></p> <p><i>Know how to solve problems. (friendships)</i></p> <p><i>Be able to give and receive complements.</i></p> | <p><b>The World Outside the Classroom</b></p> <p><i>Know about a range of jobs.</i></p> <p><i>Know how the learning powers will help me in the future.</i></p> <p><i>Be able to suggest ways to care for our school environment.</i></p> <p><i>Be able to suggest ways to care for our community.</i></p> <p><i>Know some basic first aid techniques.</i></p> | <p><b>Relationships and Feelings</b></p> <p><i>Be able to identify a range of common emotions.</i></p> <p>SCIB</p> <p><i>Be able to identify changes in my life.</i></p> <p><i>Be able to express my feelings about change. (transition)</i></p> |
| <b>Whole School Enrichment</b> | <p>Art Week - British Wildlife Art</p> <p>Cross Country Yr5/6 residential</p> <p>Travelling Book Fair</p> <p>Harvest Festival</p>  | <p>Maths Week - Incl. Times table competition</p> <p>Prayer Space</p> <p>Eco Week</p> <p>Christmas Read Around</p>  | <p>Aspirations Week</p> <p>DT Week</p> <p>Read Around</p> <p>Family Food Festival</p>   | <p>Science Week</p> <p>Book Week</p> <p>Year 3/4 Production</p> <p>Holy Week</p>  | <p>Eid-Al-Fitr</p> <p>Timetables Champions Week</p> <p>LKS2 Residential</p> <p>Global Learning week including Read Around</p>   | <p>Sports Day</p> <p>School Summer Fayre (PTFA)</p> <p>Y6 Production</p> <p>Eid Al- Adha</p>   |

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|  |  | KS1 Christmas<br>Production<br><br>Carol Service |  |  | (Story from another<br>culture) |  |
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