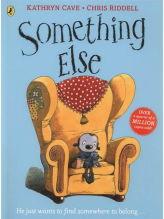
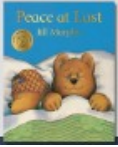
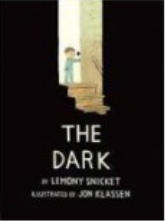
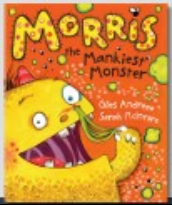
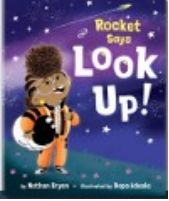


Our Curriculum Offer 2026-2027- Year 1



Autumn 1- 1.9.2026- 21.10.2026	Autumn 2 2.11.2026- 18.12.2026	Spring 1 4.01.2027 - 12.02.2027	Spring 2 22.02.2027- 25.03.2027	Summer 1 12.04.2027 - 21.05.2027	Summer 2 07.06.2027 - 23.07.2027
7 weeks and 1 day	7 weeks	6 weeks	5 weeks	6 weeks	6 weeks and 4 days
‘What makes a house a home?’  VIPERS  PSHE 	Things that go Bump in the Night!  VIPERS  PSHE 	To Infinity and Beyond!  VIPERS  PSHE 	Dungeons and dragons  VIPERS PSHE	Look up , look down look all around....  VIPERS PSHE	

Above and Beyond opportunities for our children in Year 1

Big start! Stockeld Park Local walk- Geography Dingley Dell Harvest Festival	Nativity 'Christmas in a day' 'Toys over time box ' Christingle	Money week Well being week Mosque visit	World Book day Maths Mingle Comic Relief Easter-Learning Review Science week World book day	Harlow Carr Rose day Transition visits
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Reading



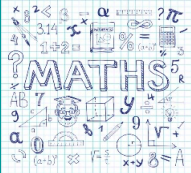
Our children will...

- 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



Vocabulary Infer Predict Explain Retrieve Summarise

Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how different aspects of the text affect the reader	Retrieve and record information directly from the text	Summarise the key information and events from the text
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Writing  Our children will create					
Character description Launchpad- 'Who Am I ? Showcase - a description of them Loving Language Grammar Focus: Capital letter Full Stop Sentence Consolidate: Letters High frequency words Sentence structure	Narrative Showcase - Rewriting Room on the broom Instructions Showcase - setting description Grammar Focus: Capital letters - pronouns (I)/names Adjectives Prepositional language Consolidate: Capital letter Full Stop Sentence structure	Recount Showcase - Recount based on 'The way back home' Grammar Focus: Conjunction - and to join clauses 'ed' suffixes Nouns and verbs Consolidate Capital letters - pronouns (I) names Adjectives Full stops	Descriptive writing Showcase --Describing my own dragon. Grammar Focus: Plural noun suffixes (-s, -es) Consolidate Conjunction - and to join clauses 'ed' suffixes Nouns and verbs Capital letters Full stops adjectives	Non fiction Showcase -All about Foxes Grammar Focus: Suffixes (ing, ed, er) Prefix 'un' Question marks Exclamation marks Consolidate Plural noun suffixes (-s, -es) Capital letters Full stops Adjectives conjunctions	Narrative Showcase - own version of story. Suffix er and est Exclamation marks Story structure Consolidation of year one grammar
Maths  Our children will....					

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-Study aerial photographs and highlight key places and landmarks. -What are human and physical features ? -Identify human and physical features in Crossflatts. -Create a simple map of the local area with a basic key. <u>KAPOW -</u> https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-it-like-here/ • Use simple fieldwork and observational skills to study the geography of their school and it's <u>urroundingsurrounding</u> area. • Look at the key human and physical features of its surrounding environment. • 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 • Follow a map	and aerial photographs. -Learn about the 4 countries that make up the UK. Identify the seas surrounding the UK. -I know the capital cities -Surrounding seas -Key Landmarks • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use maps to identify the UK • countries and capital cities of the United Kingdom and its surrounding seas • Use maps to identify the UK	• To know that seasons change and what the four seasons are. • Identify typical seasonal and daily weather patterns in the United Kingdom <u>Fieldwork</u>KAPOW- https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-the-weather-like-in-the-uk/ • project- linked to scieince and Geography
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Geography and Science link



Our children will

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

History



Our children will....

	Investigate a ‘Toybox over time’ Explore old toys from ‘History box’- Kapow https://www.kapowprimary.co.uk/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/assessment-history-y1-how-have-toys-changed/ 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.	Find out about the first moon landing, (1969)- Key stone history - learn about the lives of Neil Armstrong and Buzz Aldrin -Compare to Helen Sharman - who was born in Yorkshire (1991) - Tim Peakes -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		Study the life of the Wright brothers and the first aeroplane flight. (1903)- Kapow Look at Bessie Coleman and what inspired her to fly. Look at Amelia Earhart and compare her life. (1932) -Events beyond living memory that are significant nationally or globally - -Use a timeline to place important events.
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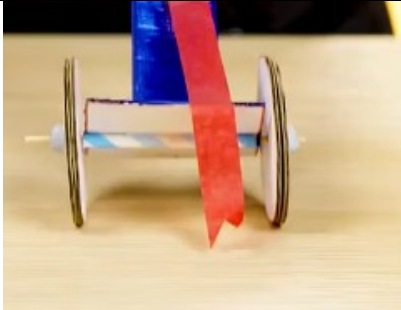
Art -  Our children will.....				
Exploring lines and shape- KApow Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists. -Exploring lines	Printing Design and create own christmas wrapping paper using printing core skills. -Make marks in print with a variety of objects, including natural and made objects.	Painting and mixed media colour splash- Kapow Learning about primary and secondary colours, colour mixing techniques and applying these skills in painting and printing.	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.	Sculpture and 3D: Paper play- Kapow Making paper-based 3D art forms using techniques such as rolling, folding and scrunching paper. -Roll paper tubes and attach them to a base securely. -Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. -Shape paper strips in a variety of ways to make 3D drawings.

-Musical lines -Exploring shape -Shape in art -Klee portraits 	-Carry out different printing techniques e.g. monoprint, block, relief and resist printing. 	-Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours. -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates. 		-Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. -Create a tree of life sculpture that includes several different techniques for shaping paper. -Considered how to add detail by adding pattern or decoration to their paper shapes. -Work successfully with others, sustaining effort over time. -Explore different tools to paint a sculpture for good coverage and to create a metal surface effect. 
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Design and Technology

Our children will design , make and evaluate

Textiles- Fabric faces - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Select from and use a wider range of tools and equipment to perform practical tasks. - Explore and evaluate a range of existing products - Be able to join material together using different types of fastenings including; staple, split pi, treasure tag, glue		Structure -Kapow Developing an understanding of how wheels, axles and axle holders work while practising cutting straight and curved shapes with scissors. ‘A space buggy’ Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials. Evaluate their ideas and products against design criteria.		Food -Kapow Creating my own smoothie -Designing smoothie carton packaging by hand. -Chopping fruit and vegetables safely to make a smoothie. -Juicing fruits to make a smoothie. -Identifying if a food is a fruit. -Learning where and how fruits and vegetables grow. -Tasting and evaluating different foods. -Describing appearance, smell and taste. -Suggesting information to be included on packaging.	
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Computing



Our children will...

<u>Computer Science</u> Teach computing Kapow and project evolve <u>CS1</u> Understand and create simple algorithms. <u>CS2</u> Understand that digital devices can be controlled by simple commands	<u>Data Handling</u> <u>DH1</u> Sort, organise and classify objects based on their properties. <u>DH2</u> Represent and interpret simple data as <u>pictograms</u>.	<u>Media</u> <u>M1</u> Communicate simple ideas through the use of text, images and sounds. <u>M2</u> Understand sound and music can be created using a range of simple technology	<u>Computer Science</u> <u>CS3</u> Create and debug simple programs & algorithms to achieve an outcome. <u>CS4</u> Recognise common uses of technology in and beyond school and understand they are controlled by programs	<u>Media</u> <u>M3</u> Record sound using simple technologies and play back the recordings. <u>M4</u> Create an image/animation in a simple graphics application. <u>M5</u> Capture images using a range of technologies and share with others.	
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P.S.H.E R.E *British Values Celebrations*
Character and Culture (R.E. P.S.H.E, R.S.E.)



Our children will.....

Why are festivals important? <i>Family and Relationships</i> <i>Respect</i> Harvest Festival, Pumkin party, Black History Month	Which books and stories are important? <i>Health and Wellbeing</i> <i>Tolerance</i> World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	<i>Economic Wellbeing</i> <i>Rule of Law</i> <i>New Year resolutions</i> Epiphany, Holocaust Memorial Money Week, Children’s Mental Health Week, Safer Internet Day, Chinese New Year,	What does it mean to belong to a community or belief? <i>Safety and the Changing Body</i> <i>Individual Liberty</i> International Women’s Day, Lent, Easter, Ramadan Day, Eid	<i>Citizenship</i> <i>Democracy</i> <i>St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day)</i> <i>Mental Health Awareness Week</i>	How and why do we care for others? <i>Transition Lessons and Recap</i> <i>Eid</i>
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PE  Our children will learn how to ...					
Run, Jump, Throw (1) Send And Return (1)	Gymnastics (1) Attack Defend Shoot (1)	Dance (1) Hit, Catch, Run (1)	Run Jump Throw (2) Send and Return (2)	Attack Defend Shoot (2) Hit, Catch, Run (2)	Dance (2) Outdoor Adventurous Activity, (1)
Music –using KAPOW  Our children will learn to listen, appraise and perform...					
My favourite things - Keeping the pulse Week 1 kapow Week 2 Glokenspiel- musical futures online and twinkl alternate throughout	Snail and the mouse Tempo Week 1 kapow Week 2 Glokenspiel	Seaside Dynamics Week 1 kapow Week 2 Glokenspiel	Fairy tales Sound patterns Week 1 kapow Week 2 Glokenspiel	Superheroes Pitch Week 1 kapow Week 2 Glokenspiel	Under the sea Musical symbols Week 1 kapow Week 2 Glokenspiel