YEAR 1

CURRICULUM INFORMATION EVENING



WELCOME TO OUR NEW AND EXCITING CURRICULUM!

- We will be teaching our curriculum through project based learning.
- Our key question this term will be "Should we always put others before ourselves?"

- Strength
- Consequences
- Diversity
- Happiness

TITLE This		is ust					
CONCEPTS	Consequences. hoppiness	strength, diversity.	KEY QUESTION	Should we always put others before ourselves?			
GROUNDING TEXT	The Great Fire of London, But Martin?, Elmer, Little Red Riding Hood, 3 Billy Goots Gruff, Boy who cried wolf, Incredible you		PROJECT FOCUS	To learn about the Fire Service and to design and make posters about fire prevention and safety.			
WRITING ACROSS TO		State of the same of	CROSS CURRIC	ULUAR LINKS			
Recount about the Great Fire of London Label and caption writing to match pictures List writing Descriptive writing - sensory journeys Facts about Benfire Night Foem about Benfire Night Sentences about fire prevention/safety Questions about what firefighters do Enstructions about how to put a		events beyond living memory and information about significant historical persons - Samuel Pepys and Christopher Wiren. Geography - Capital cities of the UK and ourrounding seas. Products from the UK. Art - Wallpaper - patterns - William Marrie Colour mixing. Tone and shade. Callage. DT - Structures - building houses. Problem solving - design a structure to put the fire out. Include problems ag, holies in buckets, need to cross a river etc PHSE - Keeping Safe. Faelings - happiness DE - The Good Samaritan, Celebrations - Divali, Christmas, Bonfire Night Computing - Fellowing instructions, potterns and pictures. PE - Jaumine - Meximents needed to get away from a fire, to put it out etc Diversity - Some are good at dance, gym etc Music - Charange - Hey you! - Create own rep about The Fire of London Science - Materials - Flammable/inflammable - What were buildings than and now made of? Nome, compare and group common materials - investigate what will burn.					

 Enstructions on Christmas dece Story writing 						
SMSC & BRITISH VALUES	To guide children to a between right and or To undentand that a	otters have consequences open the work of the the UK.	OUTDOOR LEARNING OPPORTUNITY	Suiting houses and burning them. Den building - last material? Problem setting - DE - designing a way to put byt a fire Taum games - working together Activities invalving instructions and directions		
		VOCABULARY	DEVELOPMENT			
PROJECT SPECIFIC		o farmable informable	ONGOING (monation may and	Of the selectives capital letter full step		
	Pester safety information Algorithms, tone, shade, or		ORACY OPPORTUNITY	Tatung partner work. Drama activities – word games, conscience also exc		
Annual Control of the	Description of	PERSONAL LEARNING	AND THINKING SKILLS		netter and con-	
Independent Enguries	Creative Trimers	Reflective Learners	Seam Workers	Set-Managers	Effective Communications and Participations	
To intensity important facts. To intere while what where and when in relation to historical events. To explaine, classify and make observations. To plan investigations and solve problems. To evaluate completed tecto.	To use their own imagination to generate sites. To explore ideas. To question their findings and exercisms desirable sifficulties. To make connections.	To repeat activities in order to marker them. To try and improve what they have done. To share bleas with others. To evaluate outcomes and know what he do noon.	To share their own ideas. To recall facts that they is no beard in the correct content. To inter curefully to others. To collaborate with others to complete set tacks. To take responsibility for their actions. To work together and learn how to receive issues. To know how to take to trace to the content to the take to take to take to the take to take t	To memorise important information given. To respond positively to change and legin to munage their emations. To know how to build and maintain relationships. To persevere with given tasks. To legin to learn how to be lee facilitie.	To recall and recall main events and important facts from what they have read, seen and heard. To discuss their own lifess and engage in group and sizes electrosters. To identify have things can be improved in '15 would be even better if. To prove their findings and explain have they know they are right.	

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			KEY/PLAN	NED EVENTS					
Pre-Assessment Task. Mind may about what they know about fires and emergency services. Mind may about materials Mind may about huppiness Mind may fecused an each FS	nd map about what ey know about fire: emergency services: Mind map about materials Mind map about Trappiness' rel map fecusied on.		Designing and making houses using different materials. Controlled burning activity.			Trip pround the city of Liverpool.		Poor deserment Type. To produce a fire safety pooter and five safety guidance. To be lested at by a ortical sudience. Mind respectionering what they have learned in other subject areas.	
		Favo	ourite 10 Tex	es Williow	Class				
Text: Male and the bally to Yeash flows: Die of speech Onfamiliar words	Nette Venice feece: Tradition	Text: The elegitum and the bad fields Vecals fecus: Traditional cocals - 'Once upon a time' Time		Text Assert's Public Viscoli Recus Use of conjunctions		Text: The Lighthouse Keeper's Sunch Vessili fesus Unfamiliar words Different words used for 'said'		Text Would you rather Troub hours Use of the word 'sould' and it's meaning	
Text: Where's my healty Yearsh Socur, Bhyming want	Sent Gaura's star Vecale Nocul: Emetions		Text Times Little Figs Vocati focus: Repetitive language		Text; Little Platypus Vecab focus: Animal names and descriptions		Text Spinderella Vecals focus: Wanty in speech buildings Repetitive language		
		Fa	vourite 10 Te	exts Elm C	lass		Dia-	a university of the	
Text: Protections underparts Gruff Vecati focus: Size of speech Unifamiliar events Vecati focus: Trad - 'Once upon a size		Versit fecutional versit		30	Text Mille's manetisus has Vecati facus Winfamiliar words		Test Graffe's car't danse troops focus Rhyming wents		
Text: Room on the broom Sext incredible your Vessis focus: Enyming words Vessis focus: Emeties		Text: We are go foots Viscali fiscus: Re language		70000	Text: That pesty rat Vacab focus: Repentive language		Text Come away from the water Shirtey Vecab focus: New words		
		Favou	rite 10 Texts	Sycamor	re Class				
ext: The Gruffalo Cab focus: Repetition Text: Incredible you Vocab focus: Emotions		ns	Text: Paper Dolls Vocab focus: Rhyme		Text: We're going on a bear hunt Vocab focus: repetitive language		Text: The Magic finger Vocab focus: New words		
t: Mr Wrinkles Text: The way back home cab focus: Story language Vocab focus: New words				b		Text: Charlie Cook's favourite book Vocab focus: rhyming words		Text: The enormous crocodile Vocab focus: Unfamiliar word	

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Year 1 Spring Term Overview

SPRING 2019/20: EXPLORE (Geography/DT focus)

Year One

Concepts: Individuality; Stewardship; Community; Care - ANIMAL BOOGIE

Key question: Do all animals deserve the right to roam free?

(Building on last term's concepts of Consequences; Strength; Diversity; Happiness)

Wide range of non-fiction texts: amphibians, reptiles, mammals etc.

The tiger and the jackal

Chinese New Year animal race

Monkey puzzle

Home for bonnie

The story of the mole who knew it was none of his business

Geography focus:

Animal species and habitats

Visits/visitors: Knowsley Safari Park

Big project: Produce an information guide for Knowsley Safari Park focussing on

different animals.

Year 1 Summer Overview

SUMMER 2019/20: CREATE (Art focus)

Year One

Concepts: Friendship; Creativity; Equality; Wealth - KNIGHTS OF THE REALM

Key question: Do we all have a place where we feel safe?

(Building on Autumn term's concepts of Consequences; Strength; Diversity; Happiness

Spring term's concepts of Individuality; Stewardship; Community; Care)

Wide range of non-fiction texts: plants, flowers etc.

Castles and homes – fiction and non-fiction

King Arthur/Sword in the Stone

Science focus:

Materials

Visits/visitors: Artist in school at the start to explore "sculpture" "Shelter" speaker to school

Big project: Pictures/sculptures celebrating "spaces" – variety of media; challenge – source your own

audience. Art Exhibition.

Year One Daily Timetable

Reading, writing and Maths skills to be taught every morning.

The children will take part in a daily writing skills session including spelling and handwriting as soon as they come into school so it is really important that the children are on time.

RWI is now being used throughout the school for the teaching of phonics and reading. The children were all assessed in July and have been placed in a group matching their current phonics and reading ability.

The children take part in one 40 minute session in their group every day which involves learning and practising sounds, spelling words and reading.

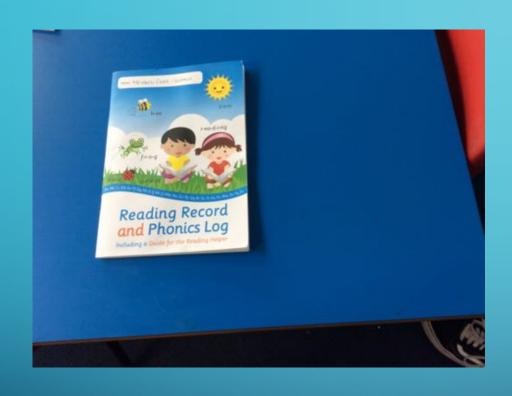
They read each book at least 3 times to develop their reading confidence and fluency.

Maths sessions are focussing on developing their understanding of number.

English sessions are focussing on different genres, writing golden sentences and different types of writing such as captions, instructions, stories etc...

The skills taught in English and Maths in the morning are then applied across the curriculum during project work in the afternoon.

Reading at Home



Every child has a reading record that they bring home once a week with a reading book. The reading book they bring home they have NOT read in school so it is new to them. This book will be changed every Monday. Please encourage your child to read their book. Try and read a few pages every night and encourage the children to re-read their book to develop their fluency. Please use the comments box to record that your child has read and how they managed with the book.

Active Learn

<u> https://www.activelearnprimary.co.uk</u>

Active Learn is an online website that the school subscribes to. Every child has their own account. We encourage the children to try and use their account at home at least 3 times a week. The books as are matched to each child's reading ability.

Purple Mash

<u>nttp://www.purplemash.com</u>

Purple Mash is an online educational site which we also subscribe to. There is a wide range of activities that your child can access and complete. User name and passwords will be given out again so that your children can access this at home.

RWI Phonics Book



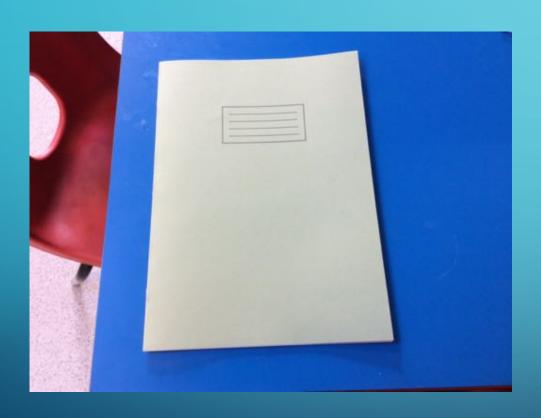
The children will be bring home a little book of sounds. It is really important that the children learn to read all these sounds automatically. They are ready for these sounds one they know all their set 1 speed sounds. Two or more letters together are referred to as 'special friends'. Encourage the children to look for 'special friends' in words they read in their reading books and the environment.

Spellings



After the half term holiday the children will start to bring a spellings book home. They will have a set of words in the book that they need to practise reading and spelling in their book. They will be collected in every other Thursday and new words will be written inside and the books will be sent home again on the Friday. The children will have each set of words for two weeks so please trya and ensure that they complete each set of words.

Homework



The children will be given a Homework book at the end of this half term. Over the holiday they will be asked to decorate the cover and then return the book on Tuesday 5th November. Homework will then be placed in their book and sent home on Friday 8th November. The first homework will be Maths and will need to be completed and returned by Tuesday 19th November. It will be marked and then English will be placed in the book and sent home on the Thursday. This pattern will continue. Please encourage your child to complete their homework as it will support their progress in school.

Visits/Visitors

Autumn Term

- Fire engine
- Trip around the city and Museum visit November Approx. cost £7 per child.
- Visit from Wellibobs Reindeers.
- Visit from the author Jude Lennon Road Safety.
- Visit from 'The big street survey'.

Spring Term

- Visit to Knowsley Safari Park estimated cost £14 per child.
- Visit from a vet/zoo keeper.
- Pantomime in school

Summer Term

- Visit from an artist
- Visit to the Art Gallery estimated cost TBC

Ways you can help

- Listen to your child read their reading book every night and help them develop their understanding of text.
- Write in your child's reading record.
- Read stories to your child.
- Encourage your child to complete their homework.
- Encourage their child to complete their spellings.
- Support your child to practise one speed sound a day.
- Ensure your child returns their reading book every Monday and spellings and homework book when it is due in – date for return will be on the homework and spellings.
- Ensure your child brings their book bag and water bottle to school every day.