

# YEAR 1

CURRICULUM INFORMATION EVENING

Blackmoor Park  
Infant School  
and Kindergarten



# 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?”
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- Strength
  - Consequences
  - Diversity
  - Happiness

TITLE		This is us!	
CONCEPTS	Consequences, strength, diversity, happiness	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 Goats 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 THE CURRICULUM		CROSS CURRICULAR LINKS	
<ul style="list-style-type: none"> <li>Facts about The Great Fire of London</li> <li>Recount about the Great Fire of London</li> <li>Label and caption writing to match pictures</li> <li>List writing</li> <li>Descriptive writing - sensory journeys</li> <li>Facts about Bonfire Night</li> <li>Poem about Bonfire Night</li> <li>Rap/song writing - Hey you!</li> <li>Sentences about fire prevention/safety</li> <li>Questions about what firefighters do</li> <li>Instructions about how to put a fire out</li> </ul>		<p>History - The Great Fire of London. Facts about the event, the historical significance of events beyond living memory and information about significant historical persons - Samuel Pepys and Christopher Wren.</p> <p>Geography - Capital cities of the UK and surrounding seas. Products from the UK.</p> <p>Art - Wallpaper - patterns - William Morris. Colour mixing. Tone and shade. Collage.</p> <p>DT - Structures - building houses. Problem solving - design a structure to put the fire out. Include problems eg. holes in buckets, need to cross a river etc..</p> <p>PSHE - Keeping Safe. Feelings - happiness</p> <p>R&amp;E - The Good Samaritan, Celebrations - Diwali, Christmas, Bonfire Night</p> <p>Computing - Following instructions, patterns and pictures.</p> <p>PE - Jasmine - Movements needed to get away from a fire, to put it out etc.. Diversity - Some are good at dance, gym etc..</p> <p>Music - Chorus - Hey you! - Create own rap about The Fire of London</p> <p>Science - Materials - flammable/inflammable - What were buildings then and now made of? Name, compare and group common materials - investigate what will burn.</p>	

<ul style="list-style-type: none"><li>• Instructions on how to make Christmas decorations</li><li>• Story writing</li></ul>					
SMSC & BRITISH VALUES	<ul style="list-style-type: none"><li>• To build children's self-knowledge and self-confidence</li><li>• To guide children to understand the difference between right and wrong</li><li>• To understand that actions have consequences</li><li>• To understand and respect the work of The Emergency services in the UK.</li><li>• To respect other people and their beliefs</li></ul>	OUTDOOR LEARNING OPPORTUNITY	Building houses and burning them Den building - best material? Problem solving - DT - designing a way to put out a fire Team games - working together Activities involving instructions and directions		
VOCABULARY DEVELOPMENT					
PROJECT SPECIFIC	Fire: Emergency services, historical event Past: important, dangerous, flammable, inflammable Poster: safety, information, firefighters, equipment Algorithms, tone, shade, collage, strum	ONGOING (writing, etc., etc)	CER: objectives, capital letter, full stop		
		ORACY OPPORTUNITY	Talking partner work Drama activities - word games, conscience alley etc...		
PERSONAL LEARNING AND THINKING SKILLS					
Independent Enquiries	Creative Thinkers	Reflective Learners	Team Workers	Self-Managers	Effective Communicators and Participants
To identify important facts. To know who, what, where and when in relation to historical events. To explore, classify and make observations. To plan investigations and solve problems. To evaluate completed tasks.	To use their own imagination to generate ideas. To explore ideas. To question their findings and overcome desirable difficulties. To make connections.	To repeat activities in order to master them. To try and improve what they have done. To share ideas with others. To evaluate outcomes and know what to do next.	To share their own ideas. To recall facts that they have heard in the correct context. To listen carefully to others. To collaborate with others to complete set tasks. To take responsibility for their actions. To work together and learn how to resolve issues. To know how to take turns so that it is fair.	To memorise important information given. To respond positively to change and begin to manage their emotions. To know how to build and maintain relationships. To persevere with given tasks. To begin to learn how to be flexible.	To recall and retell main events and important facts from what they have read, seen and heard. To discuss their own ideas and engage in group and class discussions. To identify how things can be improved - "It would be even better if..." To prove their findings and explain how they know they are right.



KEY/PLANNED EVENTS					
Pre Assessment Task: Mind map about what they know about fires and emergency services. Mind map about materials. Mind map about 'happiness'. Mind map focused on each FS.	Fire engine to visit school 24 <sup>th</sup> September  Fire safety talk	Designing and making houses using different materials.  Controlled burning activity.	Den building	Trip around the city of Liverpool.	Post Assessment Task: To produce a fire safety poster and fire safety guidance. To be looked at by a critical audience. Mind maps showing what they have learnt in other subject areas.

Favourite 10 Texts Willow Class				
Text: Mole and the lady bird Vocab focus: Use of speech Unfamiliar words	Text: The elephant and the bad baby Vocab focus: Traditional vocab = 'Once upon a time' Time connectives	Text: Jazzy's Pukies Vocab focus: Use of conjunctions	Text: The Lighthouse Keeper's Lunch Vocab focus: Unfamiliar words Different words used for 'said'	Text: Would you rather... Vocab focus: Use of the word 'would' and it's meaning
Text: Where's my teddy Vocab focus: Rhyming words	Text: Laura's star Vocab focus: Emotions	Text: Three Little Pigs Vocab focus: Repetitive language	Text: Little Platypos Vocab focus: Animal names and descriptions	Text: Spiderella Vocab focus: Words in speech bubbles Repetitive language

Favourite 10 Texts Elm Class				
Text: Finches love underpants Vocab focus: Use of speech Unfamiliar words	Text: The Three Billy Goats Gruff Vocab focus: Traditional vocab = 'Once upon a time' Time connectives	Text: The Train ride Vocab focus: Unfamiliar words	Text: Miller's marvellous hat Vocab focus: Unfamiliar words	Text: Giraffe's can't dance Vocab focus: Rhyming words
Text: Boom on the boom Vocab focus: Rhyming words	Text: Incredible you Vocab focus: Emotions	Text: We are going on bear hunt Vocab focus: Repetitive language	Text: That pesky rat Vocab focus: Repetitive language	Text: Come away from the water Shirey Vocab focus: New words

Favourite 10 Texts Sycamore Class				
Text: The Gruffalo Vocab focus: Repetition	Text: Incredible you Vocab focus: Emotions	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
Text: Mr Wrinkles Vocab focus: Story language	Text: The way back home Vocab focus: New words	Text: Giraffe's can't dance Vocab focus: Rhyming words	Text: Charlie Cook's favourite book Vocab focus: rhyming words	Text: The enormous crocodile Vocab focus: Unfamiliar words

# 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

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

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

<http://www.purplemash.com>

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 try 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 5<sup>th</sup> November. Homework will then be placed in their book and sent home on Friday 8<sup>th</sup> November. The first homework will be Maths and will need to be completed and returned by Tuesday 19<sup>th</sup> 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.