



Yr 1 Jewell Academy Whole School Curriculum 2020-2021

| Term | Autumn | | | Spring | | | Summer | | | | | | |
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| | Autumn 1 (8 weeks) | Autumn 2 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks) | Summer 2 (7 weeks) | | | | |
| CORE PRINCIPLE FOCUS | SELF-WORTH: HIGH EXPECTATIONS – BEING THE VERY BEST YOU CAN BE IN YOUR SCHOOL AND COMMUNITY. | | ASPIRATIONS: ‘WITH BIG DREAMS AND HARD WORK, ANYTHING IS POSSIBLE’ – ASPIRATIONS MEANS TO DREAM ABOUT THE FUTURE WHILE BEING INSPIRED IN THE PRESENT TO REACH THOSE DREAMS. | ENGAGEMENT: OPPORTUNITY – MATCHING YOUR INTERESTS WITH ACTIVITIES THAT WILL HELP YOU TO LEAVE SCHOOL WELL-ROUNDED AND CONFIDENT. ENGAGEMENT: CHALLENGE – MAKING YOUR LEARNING EXCITING AND RELEVANT TO THE REAL WORLD. | ENGAGEMENT: TALENT DEVELOPMENT – ENHANCING YOUR NATURAL STRENGTHS AND ABILITIES SO YOU THRIVE IN SCHOOL AND BEYOND. ENGAGEMENT: INNOVATION & ENTERPRISE – SUPPORTING YOUR CREATIVITY BY ENCOURAGING YOU TO ASK ‘WHY?’ AND ‘WHY NOT?’ | PURPOSE: MAKERS & CREATORS – BEING A CREATOR, NOT JUST A CONSUMER, OF TECHNOLOGY IN OUR DIGITAL WORLD. | PURPOSE: GLOBAL – HAVING THE CULTURAL AWARENESS NEEDED TO COMMUNICATE IN OUR INTERCONNECTED WORLD. PURPOSE: EMPLOYABILITY – EQUIPPING YOU WITH THE SKILLS AND ABILITIES YOU’LL NEED TO EXCEL IN OUR EVER-CHANGING WORLD. | | | | | | |
| LEARNING SKILL FOCUS | TEAMWORK | | RESPECT | INDEPENDENCE | RESILIENCE | COMMUNICATION | SELF-MOTIVATION | | | | | | |
| WELLNESS FOCUS | PHYSICAL | | EMOTIONAL | INTELLECTUAL | SPIRITUAL | INTERPERSONAL | ENVIRONMENTAL | | | | | | |
| Year 1 | BELONGING (2 weeks) | DQ: What is the weather like in Townsend in the different seasons? | How do we become a Superhero? | Where does our food come from and go to? | Can we invent a new toy for our friends? | How can we make an outfit from recycled materials? | DQ: How can we as explorers travel the world? | | | | | | |
| | | English Text: We are going on a Bear Hunt and Dogger | English: Traction man and poetry | English: Farmer Duck and Three Little Pigs | English: Old Bear and other stories and Non-Fiction | English: Michael Recycle and 10 things to save the world | English: Meerkat Mail and Snail and Whale | | | | | | |
| | | Writing to story sequence and sentence structure introduction to Year 1 common exception words | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise *Phonological knowledge *Common exception words Within age-appropriate texts | Writing to sentence structure and different forms of writing (eg comics) conjunctions feelings Yr 1 common exception words | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise *Phonological knowledge Within age-appropriate texts | Writing to develop fairy tales and different ends and plurals continue sentence development and conjunction Common exception words | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise *Phonological knowledge Within age-appropriate texts | Writing to: develop non fiction writing different writing styles lists, bullets, contents, glossary (GDS) days of week/ months of year | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise *Phonological knowledge Within age-appropriate texts | Writing to: pre fix un suffix ing ed writing half page o | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise *Phonological knowledge *Common exception words Within age-appropriate texts | Writing to: suffix er est writing half a page introduce adjectives | Reading: The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise *Phonological knowledge *Common exception words Within age-appropriate texts |
| | | Maths: (See White Rose Planning) Place value and numbers to 10 1 more 1 less Addition and subtraction Pixel assessment | Maths: (See White Rose Planning) Shape Addition and subtraction to 10. Number and place value to 20 Addition and subtraction within 20. | Maths: (See White Rose Planning) Addition and subtraction within 20. Length and height Pixel assessment | Maths: (See White Rose Planning) Position and direction Place value to 50. Counting forwards and backwards. 1 more 1 less. Fractions | Maths: (See White Rose Planning) Multiplication and division Counting to 100. Place value to 100. | Maths: (See White Rose Planning) Time Pixel Assessment Weight and volume Money | | | | | | |

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| | | <p><u>Geography:</u> (See whole school planning document)</p> <p>Seasonal Changes - Autumn Observe changes across the season of Autumn. Observe and describe weather associated with Autumn.</p> | <p><u>Geography:</u> (See whole school planning document)</p> <p>Seasonal Changes - Winter Observe changes across the season of Winter. Observe and describe weather associated with Winter.</p> | <p><u>Geography:</u> (See whole school planning document)</p> <p>Seasonal Changes - Spring Observe changes across the season of Spring. Observe and describe weather associated with Spring.</p> | <p><u>Geography:</u> (See whole school planning document)</p> <p>Seasonal Changes - Summer Observe changes across the season of Summer. Observe and describe weather associated with Summer.</p> | | <p><u>Geography:</u> (See whole school planning document)</p> <p>Marvellous Maps! Oceans and Continents of the world. UK countries.</p> |
| | | | <p><u>History:</u> (See Learning Journey Map)</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements, comparing different periods.</p> <p>Florence Nightingale and Nelson Mandela</p> | | | | <p><u>History:</u> Toys</p> <p>Hi1/1.1 changes within living memory. History of Toys (link to DT)</p> |
| | | <p><u>Science:</u> (See Learning Journey Map)</p> <p>Seasonal change</p> <p>Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. NC</p> | <p><u>Science:</u> (See Learning Journey Map)</p> <p>Seasonal change</p> <p>Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. NC</p> | <p><u>Science:</u> (See Learning Journey Map)</p> <p>Animals and Animal groups – including humans</p> <p>Identify Plants and Trees</p> <p>Seasonal Changes</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. NC</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores. NC</p> | <p><u>Science:</u> (See Learning Journey Map)</p> <p>Seasonal Changes</p> <p>Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. NC</p> | <p><u>Science:</u> (See Learning Journey Map)</p> <p>Everyday materials</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 describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. NC</p> | <p><u>Science:</u> (See Learning Journey Map)</p> <p>Seasonal changes</p> <p>Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. NC</p> |
| | | <p><u>Art:</u></p> <p>Technique Development: Painting Autumn leaves</p> <p>Artist Study: Andy Goldsworthy</p> <p>To learn to mix and blend colours using different medium. To use a medium to create a leaf for a class tree</p> | | | <p><u>Art:</u> Spring Collage</p> <p>Technique Development:</p> <p>Artist Study: Monet</p> | | <p><u>Art:</u></p> <p>Technique Development: Textiles - food weaving</p> <p>Artist Study: Giuseppe Arcimboldo</p> |

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| | | <p>Computing: E-safety: NOS KS1 Self image and identity.</p> <p>To use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. NC</p> | <p>Computing: E-safety: NOS KS1 Online relationships</p> <p>To use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. NC</p> | <p>Computing: Coding: Unit 1A On the move</p> <p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. NC</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. NC</p> | <p>Computing: E-safety NOS KS1: Online reputation.</p> <p>Digital Literacy: e.g. Children learn about and send emails https://www.purplemash.com/#tab/2email</p> <p>To recognise common uses of information technology beyond school. NC</p> | <p>Computing: Coding: Unit 1B Simple Inputs</p> <p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. NC</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content. NC</p> | |
| | | <p>PSHE and SRE (British Values): Being Me (See jigsaw planning) Help others feel welcome Try to make my school community a better place Think about everyone's rights to learn Care about other peoples feelings Use kind words know how to give and receive compliments</p> | <p>PSHE and SRE (British Values): Celebrating Differences (see Jigsaw planning) Accept everyone is different Include others in working and playing Know how to help if someone is bullied Try to solve problems Be kind to others</p> | <p>PSHE and SRE (British Values): Dreams and Goals (see Jigsaw planning) Stay motivated when doing something challenging Keep trying even when its difficult Work well with a partner or a group Have a positive attitude Help others to achieve their goals are working hard to achieve goals and dreams</p> | <p>PSHE and SRE (British Values): Healthy Me (See Jigsaw Planning) Have made a healthy choice have eaten a healthy diet have been physically active have tried to keep themselves and others safe Know how to be a good friend and have healthy friendships Now how to keep calm and deal with difficult situations</p> | <p>PSHE and SRE (British Values): Relationships(See Jigsaw planning) Know how to make friends Try to solve friendship problems when they occur help others to feel part of a group show respect in how they treat others know how to help themselves or others if they are hurt or upset Know and show what makes a good relationship</p> | <p>PSHE and SRE (British Values): Changing Me (See Jigsaw Planning) Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see are happening in themselves Understand and respect that changes that they see are happening in others. Know who to ask for help if they are worried about change Are looking forward to change</p> |
| | | <p>Music: (see Charanga Planning) Unit: Hey You! Style: Old School Hip Hop</p> <p>Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> | <p>Music: (see Charanga Planning) Unit: Rhythm In The Way We Walk and The Banana Rap Style: Reggae, Hip Hop</p> <p>Topic and cross curricular links: Action songs that link to the foundations of music.</p> | <p>Music: (see Charanga Planning) Unit: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, and Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles</p> | <p>Music: (see Charanga Planning) Unit: Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p> | <p>Music: (see Charanga Planning) Unit: Your Imagination Style: A range of styles about musical imagination.</p> <p>Topic and cross curricular links: N/A</p> | <p>Music: (see Charanga Planning) Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> |
| | | <p>DT/STEM:</p> | <p>DT/STEM: Levers and Sliders Explore and use sliders and users understand that different mechanisms produce different types of movement know and use technical vocabulary relevant to the project</p> | <p>DT/STEM: Structures- Free standing structures</p> | <p>DT/STEM:</p> | <p>DT/STEM:</p> | <p>DT/STEM: Preparing Food and vegetables Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p> |
| | | <p>PE: (See LTPE Planning) Movement Skills Balance Static and Dynamic Ball Skills Catching and Kick from floor</p> | <p>PE: (See LTPE Planning) Balance - hopping and jumping, running and dodging Ball skills - kick from floor for power foot dribble, chest push for accuracy</p> | <p>PE: (See LTPE Planning) Bat and Racquet - one and two hand power and accuracy Gymnastics - floor shapes and movement</p> | <p>PE: (See LTPE Planning) Bats and Raquets Gymnastics -apparatus</p> | <p>PE: (See LTPE Planning) Dance Athletics</p> | <p>PE: (See LTPE Planning) Dance Athletics</p> |
| | | <p>RE Creation story. Does God want Christians to look after the world. We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. Does the world belong to God? Should people take care of the world?</p> | <p>RE Christmas What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem. We are learning to reflect on the Christmas story and decide what gifts would be meaningful to Jesus. What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p> | <p>RE Jesus as a friend. Was it always easy for Jesus to show friendship? We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. What can I learn from religious traditions? Should people follow religious leaders and teachings?</p> | <p>RE Palm Sunday Why was Jesus welcomed as a king or celebrity by the crowds on Palm Sunday? We are learning to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this. Should people follow religious leaders? Are symbols better than words at expressing religious beliefs.</p> | <p>RE Shabbat We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Is Shabbat important to Jewish children? Are religious celebrations important to people?</p> | <p>RE Rosh Hashanah and Yom Kippur We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs.</p> |