


Courageous Advocates

Year 1 Spring 2 – Curriculum Plan



Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.

<p>English</p> <p>Reading and Phonics</p> <p>Children follow the National Curriculum Framework to develop their word –reading and comprehension skills. They are given extensive opportunities to listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They also take part in daily phonics lessons to enable them to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.</p> <p>Writing</p> <p>Following the National Curriculum Framework, children work on developing their composition; handwriting; spelling and vocabulary, grammar and punctuation skills. They also focus on the use of Standard English and are encouraged to use this when speaking and in their writing.</p>	<p>In this sequence of learning, children continue to learn about the wider world and nature. They also learn about how our planet is being damaged by things like pollution and deforestation.</p> <p>By looking at the work of Jane Goodall, they will consider how small actions, that we can all take, can make a big difference.</p>		<p>Maths</p> <p>Measurement</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: Lengths and heights; Measure and begin to record lengths and heights Compare, describe and solve practical problems for: Mass/weight; Measure and begin to record Mass/weight Compare, describe and solve practical problems for: Capacity and volume ;Measure and begin to record Capacity and volume Recognise and know the value of different denominations of coins and notes <p>2D and 3D shape</p> <ul style="list-style-type: none"> Name 2-D shapes and 3-D shapes from a group of shapes or from pictures of the shapes and describe some properties
<p>RE</p> <p>Why do Christians pray? Is Easter happy or sad?</p> <ul style="list-style-type: none"> I know some reasons that Christians pray. I can say why I think prayer might be important to someone. I can retell the Easter story and give reasons for which parts I think are happy and which parts I think are sad. I can talk about different characters in the Easter story feel at different times in the story. 	<div data-bbox="834 682 1486 1121">  </div> <div data-bbox="1486 638 2169 1003"> <p>Jane Goodall</p> <p>Who is she?</p> <p>How has she helped animals and the environment ?</p> <p>What can we learn from her?</p> <p>What changes can we make in our lives that will have a BIG difference?</p> </div>		<p>Science</p> <p>What do plants need to live and grow?</p> <ul style="list-style-type: none"> 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 Observe closely, using simple equipment Perform simple tests Group and classify
<p>Design Technology (Focus: Sock puppet)</p> <p>How can we work with textiles effectively?</p> <ul style="list-style-type: none"> I can explore and evaluate existing products I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. I can reflect on my own creations against the design criteria, saying how I could improve them. 	<p>History (Focus: Jane Goodall)</p> <p>How can we use what we have learnt about the past to change our future?</p> <ul style="list-style-type: none"> Describe changes within living memory Uses some common words and phrases about the passing of time and placing named events and objects in chronological order States some reasons why people in the past acted as they did or why events happened. 	<p>Geography (Focus: Comparing locations)</p> <p>What would it be like to live in a different environment?</p> <ul style="list-style-type: none"> He/ she can use basic geographical vocabulary to identify and describe key physical and human features He/ she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. 	<p>PE</p> <p>How can I throw and catch more accurately?</p> <ul style="list-style-type: none"> I can move into spaces freely using a range of movements. I can control my body to stop quickly and efficiently after a movement. I can cooperate with others in physical activity. I have a basic understanding of the positive effects of exercise. have a basic understanding of how my body reacts to exercise. understand that the speed of a ball, body or implement is determined by the speed of release. I can move my whole body around objects.
<p>Art (Focus: Vincent Van Gough)</p> <p>How is nature depicted in art?</p> <ul style="list-style-type: none"> I can hold a paint brush and use it in different ways: dab, smooth, wash, stipple etc I can mix different colours and describe how I mixed them I can talk about the work of different artists; describing what I can see and talking about similarities and differences in their work 	<p>Music</p> <p>How does music make us feel? How can we create our own music?</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds. Listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Computing</p> <p>How can we use computers safely?</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. 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. 	<p>PSHE</p> <p>Don't rub it in, rub it out!</p> <ul style="list-style-type: none"> to offer constructive support and feedback to others that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to communicate their feelings to others, to recognise how others show feelings and respond to recognise that their behaviour can affect other people
<p>Community</p> <p>How can I help my local community?</p> <ul style="list-style-type: none"> Continue with work for homeless charity—blanket making Growing hanging baskets for our school and local area Reduce waste and recycle materials in school and local buildings Be involved in the 'All We Can' project and take steps to help the environment. 	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none"> Frankley Community Library World Book Day and author writing workshop Sport Relief Day 	<p>British Values</p> <ul style="list-style-type: none"> Tolerance and Mutual Respect—All We Can Project 	<p>SMSC</p> <p>Social—Homeless charities, Sports Relief, Heartsmart PSHE</p> <p>Moral—discussing environmental issues, Big Questions, Heartsmart PSHE</p> <p>Spiritual—Collective Worship, Big Questions, class prayers for Collective worship , All We Can, Heartsmart PSHE</p> <p>Cultural—World Book Day/ author visit</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope