
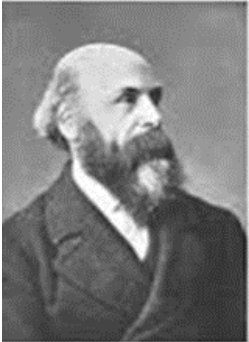


Aspirations Year 1 Summer – Curriculum Plan

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 learn about how the world in which we live continues to change.</p> <p>Children will explore how technology is continually developed and consider the impact that this has on the way that we live our lives.</p> <p>They are encouraged think about their future aspirations and how the choices they make now can help them to realise their goals.</p>		<p>Maths</p> <p>Measures</p> <ul style="list-style-type: none">• Measure and begin to record mass/ weight.• Compare and describe practical problems for mass/ weight (e.g. heavy/ light, heavier than, lighter than• Measure and begin to record time (hours, minutes, seconds)• Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later)• Recognise and use language relating to dates, including days of the week, weeks, months and years• Sequence events in chronological order using language <p>Multiplication and division</p> <ul style="list-style-type: none">• Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
<p>RE</p> <p>Who is Jesus? What is being a Muslim? How can we all care for our world?</p> <ul style="list-style-type: none">• I can retell a Bible story• I can talk about Jesus' miracles• I can make connections between Jesus' life and my life• I can say what Islam is.• I can describe what Muslims believe• I can talk about why I think Christians, Jews and Muslims think we should care for our world.• I can suggest why and how I care for the environment.	<p>Richard and George Cadbury</p> <div></div> <p>Who were they?</p> <p>What would it have been like to be alive in their lifetime?</p> <p>What were their hopes and dreams?</p> <p>What did they achieve?</p> <p>What challenges did they have to overcome?</p> <p>How did the Cadbury brothers improve the lives of people in Birmingham?</p> <p>How have the Cadbury brothers' achievements impacted on our lives today?</p>		<p>Science</p> <p>What are materials? How can they be used?</p> <ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.• 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 materials.• Compare and group together a variety of materials on the basis of their simple physical properties.• Use their observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions.• Use appropriate scientific language.
<p>Design Technology (Focus: Toys)</p> <p>How can we create a moving toy using recycled materials?</p> <ul style="list-style-type: none">• I can make sure my designs are purposeful and functional• I can build structures and explore ways to make them stiffer, stronger and more stable• I can explore and talk about different mechanisms• I can select from and use a wide range of materials and components.• I can select from and use a range of tools and equipment to perform practical tasks.	<p>History (Focus: The Cadbury Brothers)</p> <p>How different would it have been to live in the time of the Cadbury Brothers?</p> <ul style="list-style-type: none">• Describe changes within living memory• Identifies some similarities and differences between ways of life in different periods.• Uses some common words and phrases about the passing of time and placing named events and objects in chronological order	<p>Geography</p> <p>How can we gather and share information about our local environment?</p> <ul style="list-style-type: none">• He/ she can draw maps of real life places.• He/ she can use a simple plan to follow a route.• He/ she can collect information about his/ her local environment e.g. using tally charts.	<p>PE</p> <p>How can I throw and catch more accurately?</p> <p>How can I work as part of a team?</p> <ul style="list-style-type: none">• I can organise my limbs to function together.• I understand that the speed of a ball, body or implement is determined by the speed of release.• I can move my body or an object through space using sufficient force• I have a basic understanding of how to use equipment safely and to avoid equipment and people by moving safely.• I can take part in competitive physical activity against myself.
<p>Art (Focus: Amy Meya)</p> <p>How can we use different materials in our art?</p> <ul style="list-style-type: none">• I can make different marks with a pencil: dots, dashes, straight lines, curved lines• I can use different materials and techniques that I have learned to make products.• I can design a product• I can make a model using different materials	<p>Music</p> <p>How can we express ourselves through music?</p> <p>How can I use my body to make music?</p> <ul style="list-style-type: none">• Experiment with, create, select and combine sounds.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Use their voices expressively and creatively.	<p>Computing</p> <ul style="list-style-type: none">• How can we use computers creatively?• Use technology safely and respectfully.• Use technology purposefully to organise, store and retrieve digital content• Use technology purposefully to create and manipulate digital content	<p>PSHE</p> <p>Fake is a mistake/ ‘No way through’ isn’t true</p> <ul style="list-style-type: none">• to share their opinions on things that matter to them and explain their views through discussions with one person and the whole class• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health• about change and loss and the associated feelings (including moving home, losing toys, pets or friends)• how they can contribute to the life of the classroom and school
<p>Community</p> <p>How can I work with my local community?</p> <ul style="list-style-type: none">• Growing hanging baskets for our school and local area• Reduce waste and recycle materials in school and local buildings	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none">• Frankley Community Library• Trip to Ackers Trust• Trip to Cadbury World• Image Theatre Company performance• Sports Day , Autism Awareness Day, Aldersgate Day	<p>British Values</p> <ul style="list-style-type: none">• Tolerance and Mutual Respect—Autism Awareness Day	<p>SMSC</p> <p>Social—Sports Day, Autism Awareness Day</p> <p>Moral—Big Questions, Heartsmart PSHE</p> <p>Spiritual—Collective Worship, Big Questions, class prayers for Collective worship , Birmingham City Mission, Aldersgate Day, Heartsmart PSHE</p> <p>Cultural—Image Theatre Company</p>

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