


Courageous Advocates Year 1 Spring 1 – 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.



<div>English</div> <div>Reading and Phonics</div> <div>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*.</div> <div>Writing</div> <div>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.</div>	<div>In this sequence of learning, children begin to learn more about the wider world and nature. They learn about different regions and habitats and consider how these are at risk of being damaged or destroyed.</div> <div>By looking at the work of Dalai Lama, they will begin to understand how people can make changes for the better, and be inspired to take action and become advocates for change themselves.</div>		<div>Maths</div> <div>Addition and Subtraction</div> <div><ul style="list-style-type: none">Represent and use number facts and related subtraction facts within 20Read, write and interpret mathematical statements involving addition(+), subtraction (-) and equals signsAdd and subtract one-digit and two-digit numbers to 20, including zeroSolve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation and missing number problems</div> <div>Number and Place Value</div> <div><ul style="list-style-type: none">Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numberCount, read and write numbers to 100 in numeralsIdentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastRead and write numbers from 1 to 20 in numerals and words</div> <div>Measure (Time)</div> <div><ul style="list-style-type: none">Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</div>
	<div></div> <div>Dalai Lama</div> <div>Who is he?</div> <div>What has he achieved in his life?</div> <div>How has he done all he can to make the world a better place?</div> <div>What have we learnt from him?</div> <div>What actions can we take to make the world a better place?</div>		<div>Science</div> <div>Which animals live in or near seas and oceans?</div> <div>What happens when seasons change?</div> <div><ul style="list-style-type: none">Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsDescribe and compare the structure of a variety of common animalsNotice similarities, differences and patternsObserve changes across the 4 seasonsObserve and describe weather associated with the seasons and how day length varies</div>
<div>Design Technology (Focus: Sock puppet)</div> <div>How can we work with textiles effectively?</div> <div><ul style="list-style-type: none">I can explore and evaluate existing productsI 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.</div>	<div>History (Focus: Dalai Lama)</div> <div>How can one person make a difference?</div> <div><ul style="list-style-type: none">Can talk about who/ what was importantUses some common words and phrases about the passing of time and placing named events and objects in chronological order</div>	<div>Geography (Focus: Oceans and Pollution)</div> <div>What is happening in our oceans?</div> <div><ul style="list-style-type: none">He/ she can use basic geographical vocabulary to identify and describe key physical and human featuresHe/ she can identify seasonal and daily weather patterns in the UK (linked to Science)</div>	<div>PE</div> <div>How can gain greater control of ourselves and equipment?</div> <div><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 forceI have a basic understanding of how to use equipment safely and to avoid equipment and people by moving safely.I can hold a balance by maintaining a strong centre of gravity.I understand that using a larger base of support allows my centre of gravity to move further in a given direction without losing stability.</div>
<div>Art (Focus: Vincent Van Gough)</div> <div>How is nature depicted in art?</div> <div><ul style="list-style-type: none">I can hold a paint brush and use it in different ways: dab, smooth, wash, stipple etcI can mix different colours and describe how I mixed themI can talk about the work of different artists; describing what I can see and talking about similarities and differences in their work</div>	<div>Music</div> <div>How does music make us feel? How can we create our own music?</div> <div><ul style="list-style-type: none">Play tuned and untuned instruments musicallyExperiment with, create, select and combine sounds.Listen with concentration and understanding to a range of high-quality live and recorded music</div>	<div>Computing</div> <div>How can we use computers safely?</div> <div><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.</div>	<div>PSHE</div> <div>Too much selfie isn’t healthy!</div> <div><ul style="list-style-type: none">rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safetyabout people who look after them, their family networks, who to go to if they are worried and how to attract their attention</div>
<div>Community</div> <div>How can I help my local community?</div> <div><ul style="list-style-type: none">Continue with work for homeless charityTake part in keeping the environment litter-freeReduce waste and recycle materials in school</div>	<div>Trips/ Visitors/ Celebrations</div> <div><ul style="list-style-type: none">Frankley Community LibraryTrip to Ballet performanceChinese New YearTrip to St John’s / Peace Pagoda</div>	<div>British Values</div> <div><ul style="list-style-type: none">Tolerance and Mutual Respect—Chinese New Year</div>	<div>SMSC</div> <div>Social—Homeless charities, Safer Internet Day, Heartsmart PSHE</div> <div>Moral—discussing environmental issues, Big Questions, Heartsmart PSHE</div> <div>Spiritual—Collective Worship, Big Questions, class prayers for Collective worship, trip to St John’s/ Peace Pagoda, Heartsmart PSHE</div> <div>Cultural—trip to Ballet performance</div>

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