Year 1 Curriculum Term 1

Topic Title: Enchanted Woodland	
English	**Maths**
Reading In Year 1 it is imperative to adopt a personalised approach tailored to each child's proficiency level. Assessing the reading abilities of individual students is paramount in order to provide appropriate support and challenges. For those requiring additional assistance, targeted interventions and focused guidance will be implemented to accelerate progress. For advanced readers, enriching activities and complex texts will be introduced to deepen comprehension and enhance critical thinking skills. Regular assessments and progress monitoring will be conducted to track development and adjust interventions accordingly. Furthermore, fostering a love for reading and promoting independent learning are integral components of the reading curriculum. By cultivating a nurturing and stimulating environment, each child is empowered to reach their fullest potential in reading. **Writing – fiction** Our focus will be on exploring the beloved story of the Gruffalo to inspire our own imaginative tales. We'll delve into the enchanting world of defeating the monster, where our young writers will be challenged to create their own heroic narratives. Through this, they will learn the art of describing characters in vivid detail, bringing their stories to life. To enhance their storytelling skills, students will practice asking and answering questions in the style of their favourite Gruffalo characters, fostering creativity and critical thinking. By the end of the term, our budding writers will have honed their storytelling abilities and unleashed their creativity through engaging writing tasks. Get ready for a term filled with magical adventures and fantastic tales! **Writing – non-fiction**	**Place Value** **Understanding Place Value** 1. **Count to and across 10:** Students should be able to comfortably count to 10, forwards and backwards, starting from any given number within this range. 2. **Recognise the Place Value of Each Digit:** Pupils are expected to recognise the place value of each digit in a one-digit or two-digit number, understanding that the places represent units in this context. **Reading and Writing Numbers** 1. **Read Numbers:** Students should be able to read and understand numbers from 1 to 10 in numerals and words. 2. **Write Numbers:** Students must be capable of writing numbers from 1 to 10 in numerals and words. **Counting and Comparing** 1. **Count Objects to 10:** Pupils should be able to count an arrangement of up to 10 objects reliably, using one-to-one correspondence. 2. **Compare Numbers:** Students should be able to compare two numbers within 10, using language such as more than, less than (fewer), most, least. **Understanding Number Relationships and Composition** 1. **Identify "one more" and "one less":** Pupils need to be able to identify one more and one less than a given number up to 10. 2. **Understand Number Bonds:** Students should have a basic understanding of number bonds to 10, such as knowing that 6 and 4 make 10. **Using Mathematical Representations** 1. **Represent Numbers:** Pupils should use objects, pictorial representations, and numerals to represent and understand the numbers 1 to 10.

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We will be focusing on writing information texts. To make this more engaging, we will be introducing a new element - the Elphog! The Elphog is a mystical creature that will guide us through the process of writing an information text. Our task will be to write a descriptive information text about a fox, covering key aspects such as the introduction, physical appearance, its diet, and where they live. This exercise will help us understand the structure and content required for informative writing pieces. Let's unleash our creativity and imagination as we embark on this writing adventure with the Elphog leading the way!	2. **Use Number Lines:** Students should begin to use number lines to represent numbers and to understand their order and place values within 10.
RE	**PSHE**
CORE: •Identify what a parable is. •Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father Give clear, simple accounts of what the story means to Christians. •Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. •Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. •Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.	<u>Get Heartsmart and the St Nicholas Way</u> • **The St Nicholas Way:** it's who we are • Get Heartsmart: The Power on button (love myself more, love others more!) • Power: How we can use our power in positive and negative ways • Feelings Bingo: Understanding our emotions • What goes in, must come out: Worms! What we put in our hearts is what comes out • Guess Who? Who we are grateful for in our class and why • Healthy Choices: Helping Boris make good choices to keep healthy

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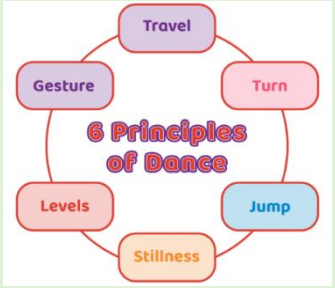
Music	PE
Musicianship: - Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) **Playing**: Glockenspiel – notes C,D,E (3 levels) **Improvising and composition**: (3 options) -Improvise with the Song -Compose with the Song – C D E -Create a Graphic Score: **Performing:** Perform and share what has taken place in the lesson	**Teacher Led PE: Dance** **(Weather and Animals inspired by our Connected Curriculum)** The 6 principles of dance:  **TSC-Running and Jumping (Athletics)** Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Travel	Moving from Point A to Point B using a variety of moves or the same repeated move.
Turn	Changing direction, either part of a rotation or a whole rotation.
Jump	Leaving the ground.
Stillness	Like a statue or a photograph.
Levels	High, medium, low and on the floor.
Gesture	Telling a story or becoming a character.

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

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	Pupils will be introduced to some more Athletics disciplines- continuing to develop both running and jumping techniques, which can be transferrable across a number of sports and activities **Fundamental Movement Skills addressed** Locomotor- Running, Walking, Hopping, Dodging, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending Object Control- Control
French	**Computing**
An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories. Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.	**Computing Systems and Networks – Technology Around Us** ▪ To identify technology ▪ To identify a computer and its main parts ▪ To use a mouse in different ways ▪ To use a keyboard to type on a computer ▪ To use the keyboard to edit text ▪ To create rules for using technology responsibly
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
Make Friends with a Tree **Tree Types** Deciduous Trees: Oak, Maple, Birch Evergreen Trees: Pine, Fir, Cypress **Key Features** Leaves: Shape, Size, Colour Trunk: Texture, Bark Flowers/Fruits: Appearance **Habitats** Woods, Parks, Gardens **Endpoints**	**Observation Skills** Looking closely at leaves, bark, and branches Noticing differences and similarities between tree types **Classification** Sorting trees into deciduous and evergreen categories Describing and categorising trees based on key features **Recording Data** Drawing and labelling trees Keeping a tree identification journal **Similarities and Differences** Similarity: Both deciduous and evergreen trees provide oxygen for us to breathe. Difference: Deciduous trees lose their leaves seasonally, while evergreen trees keep their leaves all year round.

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1. Recognising common deciduous and evergreen trees
2. Describing key features of trees
3. Understanding basic tree habitats
4. Distinguishing between different tree types

Deciduous or Evergreen

Deciduous Trees

Deciduous trees are trees that shed their leaves annually.

Examples of deciduous trees include oak, maple, and birch.

Deciduous trees change colour and drop their leaves in the autumn.

The trees remain bare during winter but grow new leaves in spring.

Evergreen Trees

Evergreen trees have leaves all year round.

Examples of evergreen trees include pine, fir, and holly.

Evergreen trees do not undergo significant leaf shedding like deciduous trees.

The leaves of evergreen trees are usually thick and waxy to help them retain water.

Endpoints

1. Identify deciduous and evergreen trees in their local environment.
2. Describe the differences between deciduous and evergreen trees.
3. Understand the importance of trees in our environment.

How Old?

What is Circumference?

Circumference is the distance around a circle. It is measured by using a flexible tape measure.

Why Do We Measure Tree Trunk Circumference?

Measurement

To measure the circumference of the tree trunk accurately, we need to wrap the measuring tape around the widest part of the trunk.

We then carefully read the measurement to determine the circumference.

Comparison

To compare the ages of different trees, we count the rings in each trunk.

We can then make observations about which tree is older based on the number of rings.

Observation & Classification:

Students will observe pictures of different animals and classify them into groups based on their habitat.

Classification helps us understand where different animals live and how they adapt to their surroundings.

Living Things & Habitats:

Students will learn that animals have specific habitats where they live and find their food.

Understanding habitats helps us care for animals and protect their environments.

Communication Skills:

Students will develop questioning and listening skills.

They will learn to communicate effectively to gather information.

Critical Thinking:

Encourages logical reasoning and deduction.

Promotes problem-solving and decision-making skills.

Skills:

Observation: Look closely at the plant parts.

Counting: Count the number of petals or leaves.

Comparing: Identify similarities and differences.

Tools:

Digital Microscope: Allows for a closer look at the plant parts.

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Measuring tree trunk circumference helps us understand the size and age of trees. It also gives us insights into the health and growth of trees.

Units of Measurement

We use centimetres (cm) to measure the circumference of a tree trunk.

Endpoints:

1. Measure the circumference of a tree trunk using a piece of string.
2. Compare the circumferences of different tree trunks.
3. Identify and count the rings on a tree trunk to estimate its age.
4. Compare the ages of different tree trunks based on the number of rings.

Woodland Animals

Woodland Habitat:

Woodlands are areas covered with trees and shrubs where many animals find shelter, food, and safety.

Some animals that live in woodland habitats include squirrels, deer, foxes, badgers, and owls.

Home and Local Environment:

Animals in our local environment include pets like cats and dogs, as well as birds like sparrows and pigeons.

These animals are adapted to living around houses and urban areas where they can find food and shelter.

Animals in Both Woodland and Local Environment:

Some animals, like hedgehogs and birds, can be found both in woodland habitats and in our local environment.

Endpoints

1. Identify animals that live in woodland habitats and local environments.

Hand Lens: Helps magnify the parts for detailed observation.

Observation and Prediction

Children will predict how different planting spots will affect the growth of seeds and bulbs.

Children will observe the growth and changes in plants over time.

Scientific Inquiry

Encourage children to ask questions, make hypotheses, and conduct experiments to understand the best planting spots.

- Woodland Trust Nature Detectives
- BBC Bitesize - Identifying Trees
- Woodland Trust - Tree Guide
- BBC Bitesize - Deciduous and Evergreen Trees
- Woodland Trust's Tree Size Calculator
- BBC Bitesize - Plants and Trees
- Woodland Trust Kids
- BBC Bitesize - Habitats
- Woodland Trust Nature Detectives
- BBC Bitesize Science - Parts of a Plant
- Explorify - Plant Parts

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2. Sort pictures of animals into the correct categories based on their habitats.
3. Recognise that some animals can live in both woodland habitats and local environments.

Who am I?

Animal Characteristics:

Fur or feathers

Number of legs

Habitat

Diet

Question-Asking Skills:

What colour am I?

Do I have fur or feathers?

Do I live in water or on land?

How many legs do I have?

Endpoints

1. Identify and describe basic physical characteristics of animals.
2. Ask and answer questions to gather information about animals.
3. Make predictions based on gathered information.
4. Develop teamwork and communication skills.

Plant Parts

Parts of a Wild Flowering Plant:

Leaves: Green, flat structures that grow on the stem.

Flowers: Colourful part of the plant that often attracts insects.

Petals: Coloured, leaf-like parts of the flower that protect the reproductive organs.

Seeds: Small, often hard and dry structures produced by the plant for reproduction.

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Roots: Usually hidden underground, absorb water and nutrients from the soil.

Stem: Supports the plant body and transports water and nutrients.

Endpoints

1. Identify and name the parts of a wild flowering plant.
2. Use a digital microscope or hand lens to observe the plant parts closely.
3. Count and compare the petals or leaves of different plants.
4. Notice and describe the shapes and patterns of the leaves and petals.

Planting Seeds and Bulbs

Types of Woodland Native Seeds and Bulbs:

Acorns

Bluebells

Snowdrops

Daffodils

Wild Garlic

Suitable Planting Conditions:

Moist soil

Partial shade

Well-draining soil

Protection from strong winds

Unsuitable Planting Locations:

Waterlogged soil

Heavy shade

Areas prone to flooding

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Endpoints

1. Identify suitable and unsuitable planting spots for UK woodland seeds and bulbs.
2. Develop observation skills by predicting and observing plant growth over time.
3. Understand the importance of selecting the right environment for plant growth.

Geography

Substantive Knowledge

Woodland Map

What is an Aerial Map?

An aerial map is a type of map that shows the landscape from above, often using satellite imagery or drawings to illustrate what an area looks like.

Woodland

Woodlands are areas of land covered by trees, providing homes for animals and insects.

Features of Woodland

Trees
Shrubs
Animals
Streams

What can you see in an aerial map of woodland?

Trees from above
Paths through the woods
Clearings where animals might gather
Streams or rivers winding through the trees

Endpoints

1. Explain what an aerial map is.
2. Identify different features of woodland on an aerial map.
3. Recognise the importance of woodlands for wildlife.

Disciplinary Knowledge

Geography Skills

Recognising features on a map
Understanding different types of landscapes
Identifying natural features such as rivers and trees

Observation Skills

Noticing details from a different perspective (from above)
Identifying patterns in nature

Map Reading

Understanding symbols used in maps
Following paths and boundaries on a map
Identifying key landmarks

- Google Earth for Kids
- BBC Bitesize - Maps and Atlases
- National Geographic Kids - Maps

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4. Discuss how observing a woodland from above can provide a different perspective on the landscape.	
Art	
Substantive Knowledge	Disciplinary Knowledge
Tree Boggarts Tree boggarts are mythical creatures believed to live in trees and protect the forests. In folklore, tree boggarts are mischievous but kind-hearted creatures that bring good luck to those who respect nature. **Clay** Clay is a soft, malleable material that comes from the earth. It can be shaped and moulded into various forms before being dried and hardened. **Natural Art** Natural art involves creating artwork using materials found in nature, such as leaves, twigs, and stones. Artists use their surroundings to inspire and enhance their creations. Andy Goldsworthy Andy Goldsworthy is a British artist known for his site-specific sculptures and land art. He often uses natural materials like rocks, leaves, and ice to create temporary art installations. **Colour Mixing** Colour mixing involves combining different colours to create new shades and tones. Primary colours (red, blue, yellow) can be mixed to create secondary colours (purple, green, orange). **Endpoints:** 1. Students will be able to identify the characteristics of tree boggarts	**Creating Tree Boggarts** Use clay to shape and mould a tree boggart figure. Decorate the figure with natural materials like leaves and twigs. **Natural Art Project** Collect natural materials from the outdoor environment. Arrange and glue the materials onto a piece of paper to create a natural art collage. **Andy Goldsworthy-inspired Art** Study Andy Goldsworthy's artworks and discuss their features. Use natural materials to create a temporary outdoor art installation inspired by Goldsworthy. **Colour Mixing Activity** Experiment with primary colours using paint. Mix different colours to create secondary colours and observe the changes. **Clay** Students will explore the properties of clay, learning how to manipulate and shape it. They will discover different clay sculpting techniques, such as pinching, coiling, and slab building. • The Clay Studio - Kids Pottery Projects • Easy Clay Modelling Ideas for Kids • BBC Bitesize - Art and Design KS1 • Andy Goldsworthy's Official Website • Tate Kids - Andy Goldsworthy Article • BBC Bitesize - Colour Mixing Game

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2. Students will demonstrate their ability to work with clay by creating a tree boggart figure. 3. Students will produce a natural art collage using materials collected from nature. 4. Students will create an outdoor art installation inspired by Andy Goldsworthy. 5. Students will understand the concept of colour mixing and be able to create secondary colours through experimentation	

Design and Technology

Substantive Knowledge	Disciplinary Knowledge
Nests and Dens **Bird -** Matched to a Nest **Fox -** Matched to a Den **Badger -** Matched to a Sett **Rabbit -** Matched to a Warren **Endpoints** 1. Recognising and identifying different woodland animal homes. 2. Building nests and dens using natural materials. 3. Exploring the concept of shelter and its importance to animals. **Woodland Crowns** **Materials:** Understand the different materials needed for making a woodland crown, such as card for the band, paint, glue, and woodland treasures. **Woodland Treasures:** Learn about various items found in woodlands like twigs, acorns, berries, and leaves which can be used to decorate the crown. **Shapes:** Recognize and differentiate between flower, fruit, seed, and leaf templates to draw around for the crown decorations. **Endpoints** 1. Identify various woodland features like leaves, flowers, fruits, and seeds.	**Design**: Planning and sketching ideas for the nest or den. **Making:** Constructing the habitat using the collected materials. **Evaluating**: Reflecting on the construction process and making improvements. **Playing**: Engaging in imaginative play with the created nests and dens **Drawing and Tracing** Use templates to draw around flower, fruit, seed, and leaf shapes. **Painting** Experiment with different colours to paint the plant parts creatively. **Cutting** Develop fine motor skills by carefully cutting out the painted shapes. **Sticking** Stick the painted plant parts onto a card band or crown neatly. **Collecting and Decorating** Gather woodland treasures like twigs, acorns, berries, and leaves to enhance the crown's design. **Planning** Brainstorming ideas for tiny tea party treats Creating a simple plan for preparing sandwiches and fruity skewers **Food Preparation** Washing hands before handling food

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2. Use templates to draw and cut out plant parts. 3. Paint and decorate plant parts creatively. 4. Assemble a woodland crown by sticking plant parts on a card band. **Woodland Treats** **Ingredients:** Bread, butter, lettuce, cucumber, cheese, strawberries, grapes **Tools:** Spreader, knife, cutting board, cocktail sticks **Health and Safety:** Wash hands before handling food, use supervision with sharp tools **Endpoints:** 1. Identify and name the ingredients needed for making mini sandwiches and fruity skewers 2. Use tools safely and effectively in food preparation 3. Follow instructions to create mini sandwiches and fruity skewers 4. Demonstrate creativity in designing treats for a tea party	Using child-friendly knives to cut soft fruits and bread Assembling mini sandwiches with fillings like cheese, cucumber, and ham Skewering small pieces of fruit on cocktail sticks **Presentation** Arranging treats on a miniature tea party table Decorating the table with leaves and flowers Using small plates and napkins for serving • Woodland Trust - Animal Homes • BBC Bitesize - Animal Habitats • Woodland Trust • Science Kids - Plants for Kids • BBC Good Food Kids Recipes • Food a Fact of Life - Healthy Eating Games