



Respect for all. Learners for life



Year 1 Curriculum



September 2016- July 2017



Respect for all. Learners for life

Our motto is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school.

A Child at Lister Infant School.....

is respectful of others

enjoys a challenge

is respectful to the environment
and property

has a love of learning

has good manners

knows how learning fits in to
the real world.

follow rules

is motivated and confident

is tolerant and challenges stereotypes.

is determined

has secure values and
beliefs

is responsible

is ambitious

shows respect for themselves





Respect for all. Learners for life

A well- educated young person at Lister Infant School

is an independent learner
and decision maker

is adaptable

has a sense of responsibility
and discipline

has a strong sense of self

is morally and spiritually
aware

has good relationships
with adults and peers

is able to operate as part
of a team.

is literate and a good communicator

is prepared for the challenge
of society

uses numbers and ICT
effectively

is tolerant and challenges stereotypes.

is adventurous and willing
to try new things

is respectful and resilient

co-operates as part of a
team.

has a sense of well-being and
can lead a safe, fulfilling and
healthy life.

has a love of learning



Yearly Overview

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic	Super Senses	Let's Celebrate	Toys	Where I live!	Plants	Homes
Trip/Visitors	Bethel Church (Harvest) Autumn seasonal walk in school grounds.	(Diwali celebrations visitor)	Guest Speaker (Grandparents) Winter Walk in local area including looking at local brook.	Recycle Centre	Newsham Park Ranger Walk	Summer Walk in school grounds.

At Lister Infant School, our curriculum is thematic and cross curricular in approach. This develops children's knowledge, skills and understanding and gives them the ability to apply them to all areas of life.

Trips out and visitors are planned, to enhance topics, gain insight from others and build children's interest in a topic.

Throughout the year, special events and extra topics may be incorporated in to the plans to take account of local, national and international agendas and events. Parents will be informed of any changes.

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	Term 1:1 Super Senses	Term 1:2 Let's Celebrate	Term 2:1 Where I live?	Term 2:2 Toys	Term 3:1 Plants	Term 3:2
English	Labels and Captions Dictionaries Stories with familiar setting Story telling: Monkey see Monkey do	Instructions Poetry; Recount Story telling: The three bears	Traditional and fairy tales Recount facts from visit Story telling: The three little pigs	Information texts Poetry pattern and rhyme Story telling: How the tortoise got his shell	Stories from a range of Cultures Recount fact and fiction Story telling: Rumplestiltskin	Stories with fantasy setting Poetry on a theme Story telling: Magic Porridge Pot
Mathematics	Number and place value & shape(links to Art; drawing)	Number addition and subtraction	Number multiplication and division and fractions	Geometry properties of shapes, position and direction	Measurement	Measurement
Science	Animals (humans) Seasonal Autumn observations	Animals (a variety of common animals)	Materials (everyday materials) Seasonal Winter observations	Materials (properties of materials)	Plants (name common garden plants) Seasonal Spring observations	Plants (label plants and basic structure) Seasonal Summer observations
Computing	E-Safety Capture, use and retrieve images and text.	Creating a card digitally (xmas performance invitation)	Using programmable robots to follow routes of the local area.	Producing a talking book.	E-books and digital diaries (broad bean)	We are TV chefs (film, and recording)
History		Events beyond their living memory: Why do we wear poppies? Bonfire Night		The lives of significant individuals: Toys in the past Frank Hornby		Events beyond living memory: Learning about homes in the past.
Geography	Location knowledge: Learning about the four countries of the UK and surrounding seas		Place knowledge: learning about the physical and human features of where we live.		Human and Physical Geography: Weather in hot and cold areas of the world in relation to the equa- tor..	
Art	Drawing: self portrait Paul Klee		Sculptures Louise Nevelson		Painting Georgia O'Keeffe	
D.T		Using mechanisms Sliders and levers		Structures (toys)		Cooking (from food to fork, using crops from the school garden)
RE	Creation and Harvest	Diwali and Christmas	Christian and Hindu Prayer	Easter	Belonging through Christianity and Hinduism	Compare and contrast Christianity and Hinduism
PSHE	New Beginnings	Getting on & Falling out	Going for Goals	Good to be Me	Relationships	Changes
PE	Dance Gymnastics	Dance Gymnastics	Dance Multi Skills	Dance Multi Skills	Dance Athletics	Dance Athletics
French	Body parts and actions	Instructions	Homes	Toys	Plants	Weather
Music	Singing and performing	Singing & performing	Listening & appraising- pulse &	Listening & appraising- pulse &	Composition and improvisation	Composition and improvisation

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Term 1:1

Music	Singing and performing	Term 1:1
French	Body parts and actions	
PE	Dance Gymnastics	
PSHE	New Beginnings	
RE	Creation and Harvest	
DT		
Art	Drawing	
Geography	Location knowledge: Learning about the four countries of the UK and surrounding seas	
History		
Computing	E-Safety Images and text	
Science	Animals (humans) Seasonal Autumn observations	
Mathematics	Number and place value	
English	Labels and Captions Dictionaries Stories with familiar setting Story telling: Monkey see Monkey do	

Term 1:2

Music	Singing and performing	Term 1:2
French	Instructions	
PE	Dance Gymnastics	
PSHE	Getting on & Falling out	
RE	Diwali and Christmas	
DT	Using mechanisms Moving objects	
Art		
Geography		
History	Why do we wear poppies? Bonfire night	
Computing	Creating a card digitally (xmas performance invitation)	
Science	Animals (a variety of common animals)	
Mathematics	Number addition and subtraction	
English	Instructions Poetry; Recourts Story telling: The three bears	

Termly Overview

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Term 2:1

Music	Listening & appraising- pulse & rhythm
French	Homes
PE	Dance Multi Skills
PSHE	Going for Goals
RE	Christian and Hindu Prayer
DT	structures
Art	
Geography	Human and physical geography
History	
Computing	Using programme-ble robots to follow routes of the local area.
Science	Materials
Mathematics	Number multiplication and division and fractions
English	Traditional and fairy tales Recount facts from visit Story telling: The three little pigs
	Term 2:1

Term 2:2

Music	Listening & appraising- pulse & rhythm
French	Toys
PE	Dance Multi Skills
PSHE	Good to be Me
RE	Easter
DT	
Art	sculpture
Geography	
History	How was it different for my Granddad? Toys Frank Hornby
Computing	Producing a talking book
Science	Material)
Mathematics	Geometry properties of shapes, position and direction
English	Information texts Poetry pattern and rhyme Story telling: How the tortoise got his shell
	Term 2:2

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Term 3:1

Music	Composition and improvisation Plants
French	
PE	Dance Athletics
PSHE	Relationships
RE	Belonging through Christianity and Hinduism
DT	
Art	Painting
Geography	Place knowledge: understanding where our food comes from in the world. Hot and cold countries.
History	
Computing	E-books and digital diaries
Science	Plants
Mathematics	Measurement
English	Stories from a range of cultures Instructions Story telling: Rumpelstitskin
Term 1:1	

Term 3:2

Music	Composition and improvisation Weather
French	
PE	Dance Athletics
PSHE	Changes
RE	Compare and contrast Christianity and Hinduism
DT	cooking
Art	
Geography	
History	Home chores from the past
Computing	We are TV chefs.
Science	Plants
Mathematics	Measurement
English	Stories with fan-tasy setting Poetry on a theme Story telling: Magic Porridge Pot
Term 3:2	

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Writing in Y1

<p><u>Transcription</u> Spelling: HFW, use known phonemes, tricky words, plus days of week & numbers in words Pre(un)/suffix (ing, ed, er, est) Write a simple sentence dictated by the teacher.</p>	<p><u>Handwriting</u> Sit correctly Lower/upper case formed correctly Form digits 0-9 Letter families</p>	<p><u>Composition</u> Talk about writing Compose orally Sequence sentence Re-read</p>
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<p><u>Vocab/grammar/punctuation</u> Spaces And to join Punctuate sentences. Cap, full stop, question, exclamation mark. Caps for names, I, personal nouns, days of week</p>	<p><u>Word</u> Prefix Suffix Noun</p>	<p><u>Sentence</u> Words make a sentence</p>	<p><u>Text</u> Sequence sentences</p>	<p><u>Punctuation</u> Spaces Caps, full stops, exclamation, question mark</p> <p><u>Terminology</u> Letter, cap word, singular, plural sentence punctuation full stop question mark exclamation mark</p>
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VCOP

<p><u>Word reading</u> Phonic knowledge to decode Blending words Tricky words Words with pre-suffix Words with contractions Build fluency and confidence</p>	<p><u>Comprehension</u> Listening to range of texts Link what read to own experience Become familiar and retell Join in predictable phrases New words and meanings Text makes sense Title and events (significance) Inferences on basis of what was said/done predict</p>
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Speaking and Listening

- Listen and respond appropriately to adults and friends.
- Ask relevant questions to extend understanding and knowledge.
- Use relevant strategies to build vocabulary.
- Articulate and justify answer arguments and opinions
- Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings.
- Maintain attention and participate actively in conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak clearly and fluently with an increasing command of standard English.
- Participate in discussions presentation performance role play improvisations and debates
- Gain maintain and monitor the interest of the listener consider and evaluated different viewpoints attending to and building on the contribution of others
- Select and use appropriate registers for effect and communication.

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Term 1:1

Labels and captions

Read, compare and discuss the purpose of labels and lists around the classroom.

Use ICT to explore captions.

Dictionaries

Explore the purpose of dictionaries. Play games and alphabet songs.

Begin to understand what a definition is and putting a selection of things in alphabetical order.

Stories with familiar setting

Listen to and compare stories with familiar settings.

Compare to own experiences

Write a class story with a familiar setting and then independently write own ending.

Term 1:2

Instructions

Follow a set of instructions.

Write an instruction that starts with a 'bossy' verb.

Poetry

Read and respond to a range of poems relating to ourselves and our senses.

Recount

Listen to personal experiences

Make a visual time line to order events.

Write a simple recount through modelled and shared composition

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Term 2:1

Traditional and fairy tales

Read a range of traditional tales.

Identify the beginning, middle and end sequencing through pictures.

Identify characters, good, bad and their behaviours, motives and write character profiles what they are like.

Use drama and story props to retell and act out the story.

Write own version of a traditional tale

Recount

Listen to personal experiences

Make a visual time line to order events.

Write a simple recount through modelled and shared composition.

Term 2:2

Information texts

Using topical links, ask questions to find out more.

In shared reading use a range of sources including computing to find answers, exploring how to use content, index and glossary sections.

Discuss differences between fact and fiction.

Record information as a list, chart or spider web.

Use visual stimulus in speaking periods practising composing sentences orally.

Teacher models then the children write their own page for information book using information gathered throughout the unit.

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Term 3:1

Stories from a range of cultures

Tell/read stories from a range of cultures with predictable and patterned language

Identify the patterns and repeated words and phrases.

Join in with and recite parts or whole stories

Discuss features of a story book including the setting, the events in order (drawing a story map), the characters and look for patterns in text.

Teacher models then children write sentences based on the patterns explored.

Shared class work writing the new story then composing the sentence so children can independently tell and write their own sentences for a whole or part of their story using the ideas from the unit.

Recount fact and fiction

Tell and read simple recounts of events or observations.

Term 3:2

Stories with fantasy setting

Read and compare a range of fantasy stories and compare them to familiar stories or traditional tales.

Identify objects in the story which makes it different from the world we live in.

Create fantasy settings using role play or drawing and using computing.

Capture photographs of adventure story ideas created in role play focusing on a problem and solution to a story.

Children independently write sentences to go with visual photographs and drawings.

To write a fantasy story applying all the learning from the unit.

Poetry on a theme

Hear, read and respond to a range of simple poems on a shared theme linked to topical studies.

Encourage discussions of personal response, patterns, connections to previous experiences, similarities and differences.

Join in with the poems in a variety of ways.

Collect topic related words and phrases.

Shared class work compose making up simple verses focusing on developing topical vocabulary. Extend earlier poetry work on the senses.

Model how to write own simple patterned poem topically linked and then children to write their own using previous learning from this unit and the year!

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Term 1:1

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Read and write numerals from 0–20, then beyond; use knowledge of place value to position these numbers on a number track and number line.

Count forward and backward from different starting points (using a number track/ washing line and then fully demarcated number line)

Count reliably at least 20 objects, recognising that when rearranged the number stays the same. Locate numbers on a number line to 20

Estimate a number of objects that can be checked by counting.

Identify 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, least

Term 1:2

Identify 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, least

Add and subtract one-digit and two-digit numbers to 20, including zero

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Represent and use number bonds and related subtraction facts within 20.

Given a number, identify one more and one less.

Term 2:1

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 .

Count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity shape or quantity.

Term 2:2

Recognise and name common 2-D shapes, including for example, rectangles, squares circles and triangles

Recognise and name common 3-D shapes, including for example, cuboids, cubes pyramids and spheres.

Identify 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, least

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Count to and across 100, forwards and backwards beginning with 0 or 1, or from any given number

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Term 3:1

Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record lengths and heights.

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Compare, describe and solve practical problems for: • mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record mass and weight

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Compare, describe and solve practical problems for: • time [for example, quicker, slower, earlier, later]

Measure and begin to record time (hours, minutes, seconds)

Compare, describe and solve practical problems for: □ capacity and volume

[for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record capacity and volume

Term 3:2

Recognise and know the value of different denominations of coins and notes

Recognise and use language relating to dates, including days of the week, weeks, months and years

Identify 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, least.

Consolidation Term.

Spiritual, Moral, Social & Cultural Development

How do we promote the spiritual, moral, social and cultural development of our pupils?

At Lister Infants, teachers promote SMSC in lots of different ways. Obvious ways are in Religious Education and assemblies, but SMSC can be developed in all subjects and lots of aspects of school life.

These could include:

- English, where children will read a range of different fiction books set in different countries and cultures.
- Maths, where children might look at shapes and pattern during Diwali and our trip to the Hindu temple. Also measuring plants within our plant topic.
- Science, where values and morals are explored through learning about ourselves and our environment, particularly with our trip to the Recycle Centre.
- SEAL sessions, where we promote the social and emotional aspects of learning through stories, songs and circle times.

SMSC development is also embedded into our ethos and can be sensed in our day-to-day practices and many of our policies and practices. A key part of the social development of pupils is their acceptance and engagement with British values.

Promoting British Values at Lister Infant School

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Citizens of the UK are encouraged to:

Respect and obey the law.

Respect the rights of others, including their right to their own opinions.

Treat others with fairness.

Look after themselves and their family.

Look after their area in which they live and the environment.

At Lister Infants we believe our school values, our mission statement, our school motto, as well our enriching curriculum and extra-curricular activities, fully supports these fundamental British values. All these values are explored in a range of individual, class, year group or whole school level and are enhanced by whole school, local, national and international agenda and events.

We are committed to promoting these in the following ways:-

• Democracy:

Democracy is rife within the school. All children have a voice and are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of their class and the school on matters that directly involve pupils. Pupils also have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The School Council meets regularly and takes part in decision making on a range of topics. The principle of democracy is explored in the curriculum as well as during assemblies and special days.

(eg Election Week) Our school behaviour policy involves rewards which the pupils have contributed to. The school is clear in demonstrating how pupils should contribute, co-operate and consider the needs of others.

• The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.

Promoting British Values at Lister Infant School

• Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, or how they record, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.

• Mutual Respect:

Our school motto- **Respect for all. Learners for life** is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school. Pupils discuss what 'respect' means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

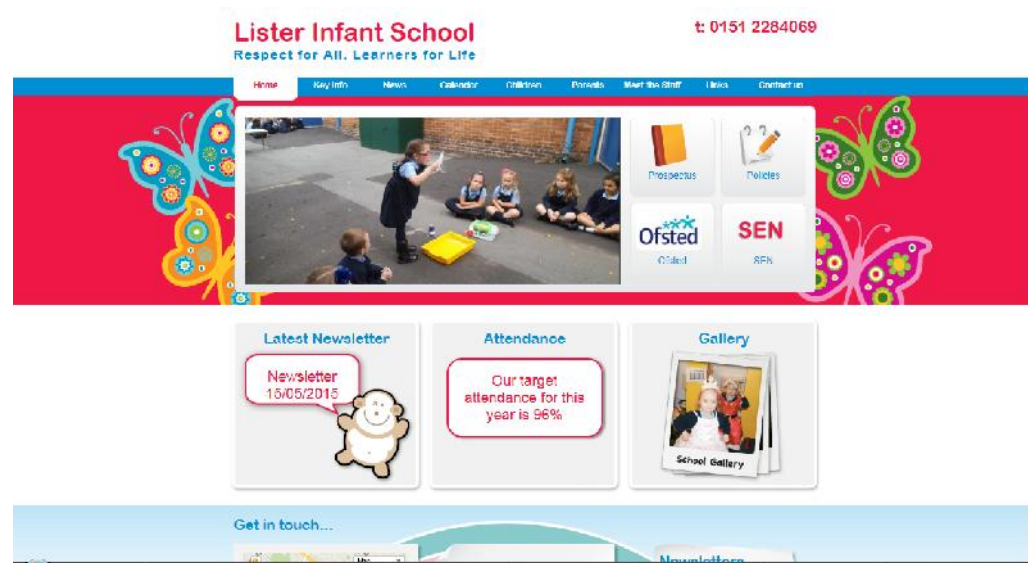
• Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The school is a 'School of Excellence' for French and this is celebrated throughout the year. Languages spoken by our EAL pupils are celebrated within their class and at whole school level. Links and visits are promoted with local faith communities and places of worship, as well as members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Our Curriculum includes texts from a range of cultures to further raise children's awareness of different cultures, faiths and beliefs.

[See our British Values Calendar of Events on the website.](#)

All this information and more can be found on our website

www.listerinfants.org.uk



If you require any more guidance or support please do not hesitate to speak to your child's class teacher

Use the links page and homework pages on the website to support your child's learning at home.

NB At Lister Infants we strive to include children in National and International events throughout the year to complement our curriculum and enhance it. Parents will be informed of these events as they are planned.