

Canon Popham Curriculum Planning Year 1 (2020/ 2021)

| | Theme 1 Here we are 2.9.20 - 23.10.20 | Theme 2 Discover the spirit - Doncaster's faith 2.11.20 - 18.12.20 | Theme 3 What is in your toybox? 4.1.21 - 26.2.21 | Theme 4 How can we group animals in different ways? 1.3.21 - 30.4.21 | Theme 5 Would you like to join the circus? 4.5.21 - end of term | |
|--------------------------|--|--|---|---|--|--|
| Curriculum Intent | Learning about myself Learning for my future | Learning about myself Learning to be my best | Learning about myself Learning for my future | Learning about myself Learning how to learn | Learning about myself Learning to be my best | |
| Christian Values | Creation | Hope Forgiveness | Endurance | Compassion Justice | Endurance | |
| SMSC | Spiritual Moral | Social Cultural | Social Cultural | Moral Spiritual | Cultural Moral | |
| British Values | Individual Liberty Mutual Respect | Individual Liberty Tolerance of those with different faiths and beliefs | Mutual Respect Tolerance of those with different faiths and beliefs | Individual Liberty Tolerance of those with different faiths and beliefs | Democracy Rule of Law | |
| PSHCE | Families and people who care for me | Healthy eating Caring friendships and respectful relationships | Mental well-being Physical health and fitness | Online relationships Being safe | Health and prevention | |
| History | Changes within living memory - COVID 19 pandemic - transition | Events beyond living memory - Bonfire night, Remembrance Day | Significant historical events, people and places in their own locality - Paddington Bear | Changes within living memory - deforestation | The lives of significant individuals in the past who have contributed to national and international achievements - Philip Astley, Jules Leotard | |
| Geography | Locational knowledge | Human and physical geography Geographical skills and fieldwork | Locational knowledge | Place knowledge | Human and physical geography | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| R.E. | Creation - does God want Christians to look after the world? | Why does Christmas matter to Christians? | Was it always easy for Jesus to show friendship? | Why does Easter matter to Christians? | Is Shabbat important to Jewish children? | Does celebrating Chanukah make Jewish children feel closer to God? |

English

| | | | | | |
|--|---|---|---|--|--|
| <p>Grammar:</p> <ul style="list-style-type: none"> Personal pronoun I <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letter for days of the week Capital letter for people and places Writing sentences with capital letters and full stops. <p>Spelling: Spelling specific to Read, Write Inc:</p> <ul style="list-style-type: none"> Consolidate set 2 <p>Writing:</p> <ul style="list-style-type: none"> Book study - Beegu (narrative) Film Study - The way back home (narrative) <p>Reading:</p> <ul style="list-style-type: none"> Books linked to the theme and / or Read, Write Inc Comprehension skills using VIPERS - fluency, retrieval RVI specific to text | <p>Grammar:</p> <ul style="list-style-type: none"> Joining words and phrases with and <p>Punctuation:</p> <ul style="list-style-type: none"> Question marks Exclamation marks Writing sentences with capital letters and full stops. <p>Spelling: Spelling specific to Read, Write Inc:</p> <ul style="list-style-type: none"> Consolidate set 2 Teach set 3 <p>Writing:</p> <ul style="list-style-type: none"> Book study - The lonely Christmas tree (narrative, letters) Film Study - The clocktower, Christmas advertisements (narrative, poetry) <p>Reading:</p> <ul style="list-style-type: none"> Books linked to the theme and / or Read, Write Inc Comprehension skills using VIPERS - fluency, retrieval RVI specific to text | <p>Grammar:</p> <ul style="list-style-type: none"> The prefix UN Noun suffix S Noun suffix ES <p>Punctuation:</p> <ul style="list-style-type: none"> Question marks Exclamation marks Writing sentences with capital letters and full stops. <p>Spelling: Spelling specific to Read, Write Inc:</p> <ul style="list-style-type: none"> Consolidate set 2 Teach set 3 <p>Writing:</p> <ul style="list-style-type: none"> Book study - Little Red (instructions) Book Study - The deep, dark wood (narrative) Film Study - Bubbles (narrative/ letters) <p>Reading:</p> <ul style="list-style-type: none"> Books linked to the theme and / or Read, Write Inc Comprehension skills using VIPERS - fluency, retrieval, explain RVI specific to text | <p>Grammar:</p> <ul style="list-style-type: none"> Noun suffix ch and sh Suffix er <p>Punctuation:</p> <ul style="list-style-type: none"> Question marks Exclamation marks Writing sentences with capital letters and full stops. <p>Spelling: Spelling specific to Read, Write Inc:</p> <ul style="list-style-type: none"> Consolidate set 2 and 3 <p>Writing:</p> <ul style="list-style-type: none"> Book study - The tiger who came to tea (diary) Film Study - Caterpillar shoes (information writing) Film Study - Whistleless (narrative) <p>Reading:</p> <ul style="list-style-type: none"> Books linked to the theme and / or Read, Write Inc Comprehension skills using VIPERS - fluency, retrieval, explain RVI specific to text | <p>Grammar:</p> <ul style="list-style-type: none"> Suffix ed Suffix ing <p>Punctuation:</p> <ul style="list-style-type: none"> Question marks Exclamation marks Writing sentences with capital letters and full stops. <p>Spelling: Spelling specific to Read, Write Inc:</p> <ul style="list-style-type: none"> Consolidate set 2 and 3 <p>Writing:</p> <ul style="list-style-type: none"> Book study - Mrs Mole, I'm home (diary, information) Film Study - Book of butterflies (narrative, poetry) <p>Reading:</p> <ul style="list-style-type: none"> Books linked to the theme and / or Read, Write Inc Comprehension skills using VIPERS - fluency, retrieval, explain, sequence RVI specific to text | <p>Grammar:</p> <ul style="list-style-type: none"> Revision / Mastery of Year 1 grammar <p>Punctuation:</p> <ul style="list-style-type: none"> Question marks Exclamation marks Writing sentences with capital letters and full stops. <p>Spelling: Spelling specific to Read, Write Inc:</p> <ul style="list-style-type: none"> Revision / Mastery of Year 1 RWI programme <p>Writing:</p> <ul style="list-style-type: none"> Book study - Dogs don't do ballet (narrative, diary) Film Study - Adventures are the pits (narrative) <p>Reading:</p> <ul style="list-style-type: none"> Books linked to the theme and / or Read, Write Inc Comprehension skills using VIPERS - fluency, retrieval, explain, sequence RVI specific to text |
|--|---|---|---|--|--|

| | | | | | | |
|---|--|---|---|--|---|--|
| Maths | Numbers within 10 Addition and subtraction within 10 Shapes and patterns | Numbers within 20 Addition and subtraction within 20 | Time Exploring calculation strategies within 20 Numbers to 50 | Addition and subtraction within 20 Fractions Measures: length and mass | Numbers 50 to 100 and beyond Addition and subtraction beyond 20 Money | Multiplication and division Measures: capacity and volume |
| Science | Every day Materials | Using our senses | Looking at animals, including humans | Everyday materials | Plant detectives | Looking at animals, including humans |
| Art/ Design and Technology | Art - Painting Wassily Kandinsky | Design and Technology - Mechanisms Sliders and Levers | Design and Technology - Textiles - Templates and joining techniques | Art - Drawing Axel Scheffler Art - Collage Eric Carle | Art - Sculpture Joan Miro | Design and Technology - Mechanisms - Wheels and axles |
| Computing | Programming - BEEBOTS | | Digital Imagery - Photo capturing and editing | | Data handling - Introduction to data | |
| Music | Hey you! - Hip hop - Listen and appraise, musical activities, performance | | In the groove - Blues, baroque, Latin, Bhangra, folk, funk - Listen and appraise, musical activities, performance | | Your imagination - Variety of musical styles - Listen and appraise, musical activities, performance | |
| Physical Education | Dance | Gymnastics | Multi-skills | Football | Striking and fielding games | Athletics |