



*'Whatever you do, do it for the glory of God.'*

**Year 1 Florence Nightingale Class**

**Curriculum Overview 2023-24**

Spiritual	Trusted	Resilient	Inquisitive	Valued	Exceptional
<ul style="list-style-type: none"> <li>* Have good manners and be courteous</li> <li>* Be considerate of others</li> <li>* Show God's love in our actions</li> </ul>	<ul style="list-style-type: none"> <li>* Use and look after equipment responsibly</li> <li>* Begin to work independently</li> <li>* Make my own decisions to help me learn (without relying on the teacher)</li> </ul>	<ul style="list-style-type: none"> <li>* Keep trying when things are hard</li> <li>* Have pride in my work, making it the best it can be</li> <li>* Share my ideas confidently</li> </ul>	<ul style="list-style-type: none"> <li>* Ask questions about my learning</li> <li>* Think about what I've learnt before and how this can help</li> <li>* Understand that to try new things is to take a risk</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to what others have to say</li> <li>* Respect what adults ask me to do</li> <li>* Appreciate that everybody has strengths in different areas</li> </ul>	<ul style="list-style-type: none"> <li>* Make sure I am ready to learn</li> <li>* Apply my knowledge in all subject areas</li> <li>* Be a good role model around school at all times</li> </ul>

	Block 1 What happens when we travel? Tuesday 5 <sup>th</sup> September – Friday 17 <sup>th</sup> November	Block 2 – What makes Britain Great? Monday 20 <sup>th</sup> November – Friday 2 <sup>nd</sup> February	Block 3 - Do you know a superhero? Monday 5 <sup>th</sup> February - Friday 3 <sup>rd</sup> May	Block 4 – How do we grow? Tuesday 7 <sup>th</sup> May - Tuesday 23 <sup>rd</sup> July		
Concepts	<b>Change Resilience Belonging</b>	<b>Change Resilience Duty</b>	<b>Resilience Passion Trust</b>	<b>Care Resilience Responsibility</b>		
<b>Resilient</b>	<ul style="list-style-type: none"> <li>* To keep trying when things are hard</li> <li>* To have pride in my work, making it the best it can be</li> <li>* To share my ideas confidently</li> </ul>	<ul style="list-style-type: none"> <li>* To keep trying when things are hard</li> <li>* To have pride in my work, making it the best it can be</li> <li>* To share my ideas confidently</li> </ul>	<ul style="list-style-type: none"> <li>* To keep trying when things are hard</li> <li>* To have pride in my work, making it the best it can be</li> <li>* To share my ideas confidently</li> </ul>	<ul style="list-style-type: none"> <li>* To keep trying when things are hard</li> <li>* To have pride in my work, making it the best it can be</li> <li>* To share my ideas confidently</li> </ul>		
<b>RE</b>	God's Great Plan	Mary Mother of God OFW: Judaism	Families and celebrations	Following Jesus OFW: Islam	Resurrection	Miracles
<b>English</b>	<p><b>Main Texts:</b> The Train Ride Travel Journal</p> <p><b>Narrative:</b> Tales Toolkit; innovating a story. <b>Instructions:</b> Following Instructions and writing labels in the learning area. <b>Poetry</b> –Join in with rhymes <b>Recount:</b> Organise pictures/photos and sentences of a personal experience. <b>Phonics</b> <b>Reading &amp; Spellings</b></p>	<p><b>Main Texts</b> The Queens Hat Seasons Song of the Sea</p> <p><b>Narrative:</b> Tales Toolkit. <b>Poetry:</b> Make up funny sentences and a play with word. <b>Recount:</b> The Queens Hat <b>Reading &amp; Spellings</b></p>	<p><b>Main Texts: Nurse Clementine</b> The big sandwich <b>Bold Women in History</b> – link Florence Nightingale</p> <p><b>Narrative:</b> Tales Toolkit- Write their own version of the story. <b>Poetry:</b> Repeating Patterns. <b>Non-Chronological Report:</b> The Body write labels <b>Instructions:</b> How to make a sandwich <b>Phonics</b> <b>Reading &amp; Spellings</b></p>	<p><b>Main Texts:</b> Little Red Riding Hood Pinocchio <b>Our trip to the Woods</b> <b>Narrative:</b> Innovate a fairy story <b>Poetry:</b> Performance poetry; Innovate a well-known rhyme <b>Recount:</b> Trip to the woods <b>Phonics</b> <b>Reading &amp; Spellings</b></p>		
<b>Maths</b>	Number: Place Value (within 10); Addition and subtraction (within 10); Geometry: Shape	Number: Place Value (within 20); Addition and subtraction (within 20)Place Value (within 50); Measure: Length and height	Measure: Length and height; Weight and Volume; Number: Multiplication and Division; Multiples of 2, 5 and 10 Number: Fractions	Geometry: Position and Direction Number: Place Value (within 100); Measure: Money; Time		
<b>Science</b>	<b>Chemistry:</b> Everyday Materials	<b>Biology:</b> Animals (adaptations & classification)	<b>Biology:</b> Humans	<b>Biology:</b> Plants		
<b>Seasonal change (linked to Geography)</b>						
<b>History</b>	Changes within living memory, used to reveal aspects of change <b>Transport</b>	Events <b>beyond living memory</b> that are significant nationally <b>The Great Fire of London</b> <b>Kings and Queens</b>	Significant individuals in the past who have contributed to <b>national</b> achievements; significant historical events, people and places in their own locality <b>Florence Nightingale and Stepping Hill.</b>			
<b>Geography</b>	<b>Human and Physical</b> Use basic geographical vocabulary to refer to describe humans and physical features.	<b>Place knowledge</b> Four countries and capital cities of the UK and its surrounding seas		<b>School area / Local environment</b> Use simple fieldwork and observational skills (key human and physical features)		
<b>Identify seasonal and daily weather patterns in the United Kingdom (linked to Science)</b>						
<b>Art &amp; Design</b>	Sculpture Fabric Lenny	Eric Carle – Collage and printing	L.S Lowry – Drawing/Painting	Vincent Van Gogh Drawing/Painting		
<b>DT</b>	Make a sliding card		A Healthy Sandwich	Creating a playground		

PE	Indoor: Fundamentals	Indoor: Yoga	Indoor: Gymnastics	Indoor: Dance	Indoor: Team Building	Indoor: Fitness	
	Outdoor: Outdoor Learning	Outdoor: Target Games	Outdoor: sending and receiving	Outdoor: Net and wall Games	Outdoor: Striking and Fielding	Outdoor: Athletics	
Computing	Purple Mash Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting		Purple Mash Unit 1.3 Pictograms Unit 1.4 Lego Builders Unit 1.5 Maze Explorers		Purple Mash Unit 1.6 Animated Story Books Unit 1.7 Coding		Purple Mash Unit 1.8 Spreadsheets Unit 1.9 Technology outside school
	E-Safety	Think U Know – Jessie and friends	Going Places Safely	ABC Searching	Keep It Private	My Creative Work	Sending Email
Music	Charanga Unit : Hey You		Charanga Unit : Rhythm in the way we walk	Charanga Unit : In the groove	Charanga Unit : Round and round	Charanga Unit : Your imagination	Charanga Unit : Reflect, rewind & replay
PSHE (SEAL)	New beginnings		Getting on & Falling out	Going for goals	Good to be me	Relationships	Changes
RSE	<b>Life to the Full</b> KS1, Module 1, Unit 1		<b>Life to the Full</b> KS1 Module 2, Unit 1	<b>Life to the Full</b> KS1 Module 2, Unit 2	<b>Life to the Full</b> KS1 Module 2, Unit 3	<b>Life to the Full</b> KS1 Module 3, Unit 1	<b>Life to the Full</b> KS1 Module 3, Unit 2