



“**H**uman beings
are curious.”

Daniel T Willingham



Stories

People

Adventure

Relationships

Knowledge

Please read on to find out how we **spark** curiosity
in...

Class One!

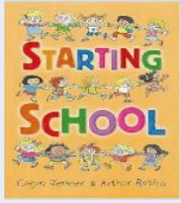
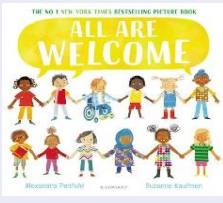
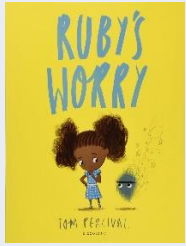
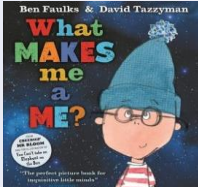
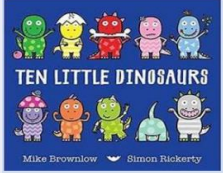
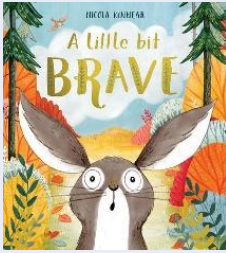
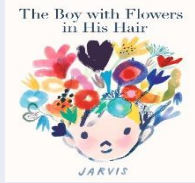

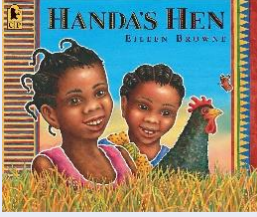



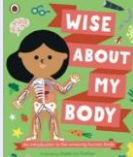

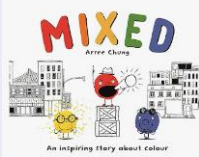
Stories



The brain privileges stories which is why our curriculum is bursting with stories. What better way to understand about the famous artists who have brought joy and wonder; to find out about scientists who have changed our world for the better; or to simply get lost in other worlds and meet extraordinary characters!

Read on to find out all the amazing stories which *Class One* explore over the year...

C1 Reading Spine 24-25
Autumn 1: All about me

	Core Reading Texts		Talk Through Stories	Nursery Rhymes & Poems
Week 1	Starting school Caryn Jenner & Arthur Robins	 	Ruby's Worry Tom Percival 	Baa, baa, black sheep
Week 2	All are welcome Alexandra Penfold			Poem
Week 3	What makes me a ME? Ben Faulks & David Tazzyman	 	A little bit brave Nicola Kinnear 	Hey diddle diddle
Week 4	Ten little dinosaurs Mike Brownlow	 		Poem
Week 5	The boy with flowers in his hair Jarvis		Handa's Hen Eileen Browne 	Hickory dickory dock
Week 6	The little red hen	 		Early to bed
Week 7	In my heart Jo Witek		Talk Through Topic? Drawing club?	Georgie Porgie
Wider reading texts	UTW People, Culture and Communities (Geography)	UTW Past and Present	UTW Natural world	Expressive Arts and Design Creating with materials
		 	 	

Adventure

We treasure childhood and believe they need to be full of adventures not least because adventures are fun but also because we believe they build resilience, are the perfect platform for discovering new skills and providing even more curious questions whilst also allowing friendships and memories to be made. Through every year group opportunities to visit new places, use new technology and thrive in our Wild Passport Forest School programme are well-planned and prioritised.

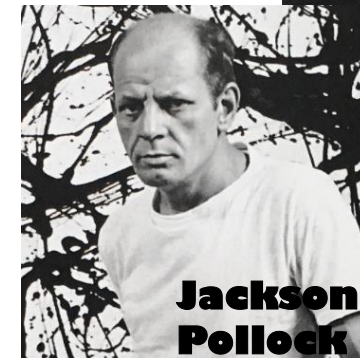
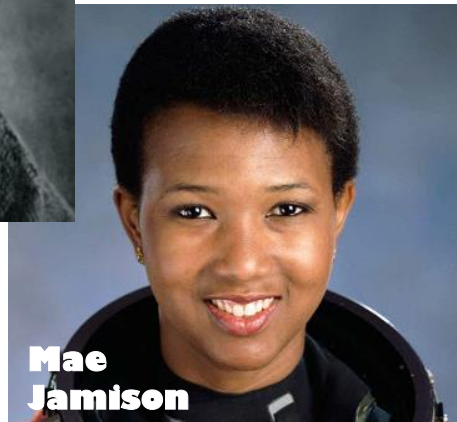
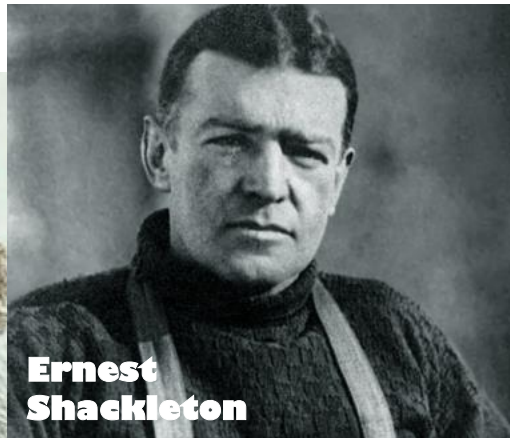
Here are some of adventures *Class One* have over the year...



P eople

In order to form our own opinions and thoughts we need to know the very best that has already been said and thought about - both in the here and now and in the distant past. We ensure that children meet a diverse and inspiring collection of people to bring the realities of our curriculum alive.

Here are some of the people *Class One* meet over the year...



Relationships

Underpinning all that our curriculum has to offer; all of our high-expectations; and all of our academic success are strong, meaningful relationships. Here is our team who will guide you through new and exciting pastures with compassion, expertise and passion!



Image coming soon!
Mrs Short
Class One Teacher
Early Reading & RE Lead



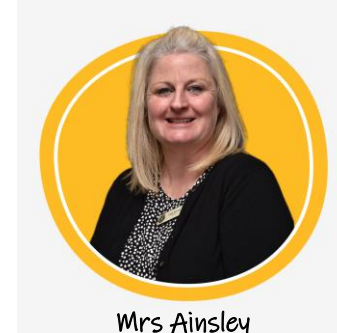
Image coming soon!
Miss Trewartha
Class Two Teacher
DT Lead & Oracy Champion



Mr Parker
Class Three Teacher
Science & Geography Lead



Miss Williams
Class Four Teacher
Maths, Computing & PE Lead



Mrs Ainsley
Music Teacher & Music Lead



Mrs Barker
PPA Teacher & Art Lead



Image coming soon!
Tom
Class One HLTA



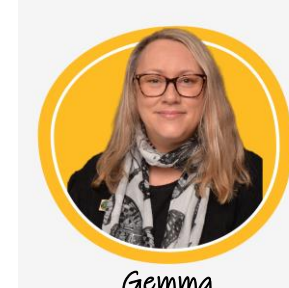
Image coming soon!
Sophie
Class One Teaching Assistant



Image coming soon!
Lisa
Class One Teaching Assistant & PE Coach



Hayley
C2 Teaching Assistant



Gemma
C2 Teaching Assistant



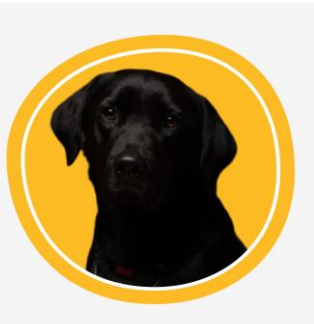
Julia
C2 Teaching Assistant



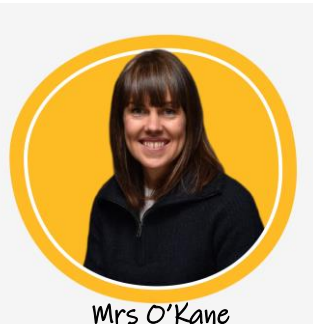
Fi
C3 Teaching Assistant



Vickie
C4 HLTA
Thrive Lead & SEND support



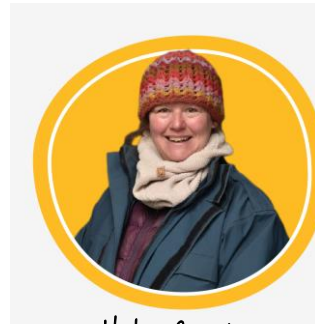
Digby Dog



Mrs O'Kane
Headteacher
English, PSHE & History Lead



Leanne
School Secretary



Helen Carver
Forest School Lead



Diane
Cook

Knowledge



Powerful knowledge provides the platform all children need to not only achieve their dreams but most importantly, to create their dreams in the first place: we need to know 'stuff' to be able think and wonder. We preserve the integrity of all subjects to ensure children understand the features of each subject.

Read on to find out about what you will know by the time you end your time in [Class One](#)...

C1	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
YR	<p>Understanding The World People, Culture and Communities</p> <p>All About Me! Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p>Transport Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Space Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Kings and Queens Monarchy; King Charles III, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have King Charles III as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Growing and Changing Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK.</p>	<p>Stories from the Past locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
YR	<p>Understanding The world, Past & Present</p> <p>All about me! My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p>Transport George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>Space People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched</p>	<p>Kings and Queens The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II’s coronation in Westminster Abbey.</p>	<p>Growing and Changing Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>Stories from the past Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop’s Fables The Legend of St George and the Dragon</p>
YR	<p>Understanding the world The Natural World</p> <p>All about me! The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p> <p><i>Changes in the natural world around them, including the seasons will be covered all year.</i></p>	<p>Transport Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Space Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>Kings and Queens Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Growing and Changing (supports Y1 plants, taking care of the earth) How people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants</p>	<p>Stories from the past Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p>

C1		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	Expressive Arts and Design Creating with materials	Focus Artist: Miro Colour Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Focus artist: Pissaro Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro’s season paintings. Cutting: snowflake design	Focus artist: Jackson Pollock Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Focus artist: Lowry & Van Gough Exploring what we can see in the world around us. Studying Van Gogh’s still life. Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Create: Easter bonnets	Focus Artist: Rousseau Animals in art. A study of Rousseau’s “Tiger in a Tropical Storm”. Painting real fish with ink and wax resist.	Focus artist: Degas’ Ballet Dancer People in art. Looking at Degas’ ballerinas. Drawing : people Creating: clay sculptures of “Miro-like” people. Fashion: experimenting with fabric to design a suitable piece of sports wear
	RE	F1 Why is the word ‘God’ so important to Christians?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F4 Being special: where do we belong?
	Comp	Computing systems: Using a computer (EYFS) OS: Y1 (one lesson/half term)	Improving mouse skills (Y1) Kandinsky OS: Y1 (one lesson/half term)	Programming: all about instructions (EYFS) OS: Y1 (one lesson/half term)	Programming 2: Programming Bee-Bots (EYFS) OS: Y1 (one lesson/half term)	Data handling: Introduction to data (EYFS) OS: Y1 (one lesson/half term)	Creating media: digital imagery (Y1) OS: Y1 (one lesson/half term)
	PSHE	Self regulation Explore and understand feelings and begin learning how to communicate and cope with their feelings and emotions.	Building relationships: special relationships Exploring why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	Managing self: taking on challenges Understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice ‘grounding’ coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	Self regulation: listening and following instructions Understand why it is important to be an honest, thoughtful and resilient alongside learning how to be an active listener who can respond to instructions.	Building relationships: my family and friends Learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	Managing self: my well-being Learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
	PE	Unit 1 – Personal FUNS 10 & 1	Unit 2 – Social FUNS 6 & 2	Unit 3 Cognitive FUNS 5 & 4	Unit 4 – Creative FUNS 9 & 7	Unit 5 – Physical FUNS 8 & 12	Unit 6 – Health & Fitness FUNS 11 & 3
	Music	Getting To Know Our voices	Singing and Christmas Music	Introduction to instruments	Pulse and Tempo	Call and response introduction to 2 part singing	Songs from the Sea

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