



Cawston Church of England Primary Academy

Year R / 1 Curriculum 2023/24



Cawston Curriculum Overview – Poplar Class YR/1 - 2023/2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poplar Class YR theme	Harvest, Autumn	Celebrations	Toys, Winter	Spring, Easter	Growing, Fairy Tales	Summer, Holidays
Y1 Enquiry	How are plants different?	What is it like in Australia	What was it like for children in the past?	How do we help each other?	What can we do to save the planet?	How can I bring history to life?
Year 1 English Writing Outcome Key text	<p>Narrative Storytelling Storywriting</p> <p>Non-fiction Instructions</p> <p>Poetry Performing poetry</p> <p><i>Stanley's Stick</i> <i>Journey</i> <i>Little Red Hen</i></p>	<p>Narrative Storytelling</p> <p>Non-fiction Recount Fact file</p> <p>Poetry Autumn poem Christmas poem</p> <p><i>Diary of a Wombat</i></p>	<p>Narrative Storytelling Storywriting</p> <p>Non-fiction Information leaflet</p> <p>Poetry Performing poetry</p> <p><i>Hummingbird</i></p>	<p>Narrative Storytelling Storywriting</p> <p>Non-fiction Fact file</p> <p>Poetry Performing poetry</p> <p><i>If all the World Were</i></p>	<p>Narrative Storytelling Storywriting</p> <p>Non-fiction Instructions Letter writing</p> <p>Poetry Performing poetry</p> <p><i>Clem and Crab</i></p>	<p>Narrative Storytelling Storywriting</p> <p>Non-fiction Diary entry Recount</p> <p>Poetry Performing poetry</p> <p><i>Naughty Bus</i></p>
Reception Writing	Mark making Copying / writing own name	Copying / writing own name CVC words	Writing labels Writing captions	Writing captions Writing sentences	Writing captions Writing sentences	Writing sentences Writing using features of different forms
Phonics	Rec Start RWI phonics, set 1 sounds	Rec Set 1 continued	Rec Start set 2 sounds	Rec Set 2 sounds continued	Rec Set 2 revision, start set 3	Rec Set 3 continued, Set 2 revision



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	<u>Year 1</u> Set 2 & 3 revision	<u>Year 1</u> Set 2 & 3 revision	<u>Year 1</u> Set 2 & 3 revision	<u>Year 1</u> Set 2 & 3 revision	<u>Year 1</u> Set 2 & 3 revision, Phonic Screening Check	<u>Year 1</u> Set 2 & 3 revision
Reception – Communication and language Early Learning Goals	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. A language- rich environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 					
Reception – Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					



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<p>Early Learning Goals</p>	<p>Literacy ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others</p>					
<p>Maths</p>	<p>Rec Getting to know you Match, Sort & Compare Talk about measure and patterns</p> <p>Year 1 Number: Place Value (within 10) Number: Addition & Subtraction (within 10)</p>	<p>Rec It's Me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p> <p>Year 1 Number: Addition & Subtraction (within 10) Geometry: Shape</p>	<p>Rec Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time</p> <p>Year 1 Number: Place Value (within 20) Number: Addition & Subtraction (within 20)</p>	<p>Rec Building 9 and 10 Explore 3D shapes</p> <p>Year 1 Number: Place value (within 50) Measurement: Length and height Measurement: Mass and volume</p>	<p>Rec To 20 and beyond How many now? Manipulate, compose and decompose</p> <p>Year 1 Number: Multiplication and division Number: Fractions Geometry: Position and direction</p>	<p>Rec Sharing and grouping Visualise, build and map Make connections</p> <p>Year 1 Number: Place value (within 100) Measurement: Money Measurement: Time</p>



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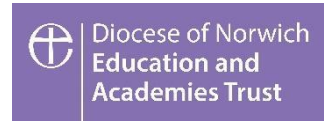


Reception – Mathematics Early Learning Goals	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>Mathematics ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 					
Science	<u>Rec</u> Fruit & vegetables <u>Year 1</u> Plants	<u>Rec</u> Autumn <u>Year 1</u> Animals including humans	<u>Rec</u> Winter, Ice, Polar animals <u>Year 1</u> Seasonal Change	<u>Rec</u> Spring <u>Year 1</u> Animals including humans	<u>Rec</u> Minibeasts, life cycles <u>Year 1</u> Everyday Materials	<u>Rec</u> Summer <u>Year 1</u> Everyday Materials



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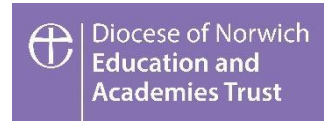


Geography	Locational knowledge: Where we live Local area/ community	Place comparison: Australia			Human & physical geography: The coast	
History			Significant historical events beyond living memory: Great Fire of London	Lives of Significant Individuals: Mary Seacole, Edith Cavell, Florence Nightingale		Lives of Significant Individuals: Grace Darling, Henry Blogg (local)
Reception – Understanding the world Early Learning Goals	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p>					



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	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
RE	Christianity Why is the word God so important to Christians?	Christianity Why do Christians perform Nativity plays at Christmas?	Judaism What do Jewish people remember on Shabbat?	Christianity What does the cross mean to Christians?	Christianity How did the universe come to be?	Christianity How did the universe come to be?
PSHE	<u>Rec</u> Self regulation: My feelings <u>Year 1</u> Setting Ground Rules PATHS	<u>Rec</u> Building relationships: Special relationships <u>Year 1</u> Odd Socks Day Anti-Bullying Week	<u>Rec</u> Managing self: Taking on challenges <u>Year 1</u> Family and relationships	<u>Rec</u> Self regulation: Listening and following instructions <u>Year 1</u> Health and wellbeing	<u>Rec</u> Building relationships: My family and friends <u>Year 1</u> Economic wellbeing	<u>Rec</u> Managing self: My wellbeing <u>Year 1</u> Safety and the changing body (SRE) Transitions
Reception – Personal, Social and Emotional Early Learning Goals	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 					



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<p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>						
Art	<u>Rec</u> Self portraits <u>Year 1</u> Drawing: Make your mark	<u>Rec</u> Fireworks Leaf pictures	<u>Rec</u> Winter pictures <u>Year 1</u> Painting: Colour Splash	<u>Rec</u> Colour mixing, collage	<u>Rec</u> Flowers <u>Year 1</u> 3D: Paper Play	
DT		<u>Rec</u> Diwa lamps <u>Year 1</u> Mechanisms: Moving Festive Creature		<u>Year 1</u> Cooking: A Balanced Diet		<u>Year 1</u> Structures: Baby Bear's Chair
Music	Exploring sound	Nativity	Musical stories	Musical vocabulary	Timbre & Rhythmic Pattern	Classical Musical Dynamics & Tempo



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Computing		E-safety	Digital literacy: Modern Tales	Computer science: My friend the robot	E-safety	Information technology: Storyland
<p>Reception – Expressive arts and design</p> <p>Early Learning Goals</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
Trips / Visitors	Church – Harvest Festival	Church – Christmas Service	Fire Brigade visit school	Church – Easter Service	Gressenhall	