



# Year One

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# Our Vision

Together we love learning and  
work as a team

# Our Mission

**Our ambitious curriculum fosters self-regulated learners who are resilient and inquisitive.**

**The Arts and physical activity, alongside creative academic experiences, enable every pupil to love learning in an active classroom environment.**

**Participation in our '#teamstanah' nurtures the confidence to challenge each other and collaborate with a Growth Mindset, whilst sharing in the success of all.**

**We thrive at Stanah because we come to school everyday!**

# Curriculum Intent

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

# Global Learning Themes

Global Learning  
Themes



Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are woven into our curriculum topics so that they are purposeful within our learning.

Global Learning  
Theme

Conflict Resolution



Global Learning  
Theme

Diversity



Global Learning  
Theme

Equal Rights



Global Learning  
Theme

Sustainability



# Year 1 Long-Term plan

Year 1												
Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	Family Album		Arctic Adventure		Dinosaurs		Stanah!		Beatrix Potter		Disney!	
Lead Subject	English/ History		Geography		Science		Geography		Science		Art	
Reading Genre	Fairytales	Non-Fiction	Creative Fortnight	Key Stories	Non-Fiction	Non-Fiction	Key Stories	Instructions	Traditional Tales	Nursery Rhymes	Non-chronological reports	Explanation
Key Text	The Three Little Pigs	A range of autobiographies		Lost and Found, by Oliver Jeffers	Mad about Dinosaurs, by Giles Andreae.	A selection of explanations	We're going on a Bear Hunt by Michael Rosen	A range of instructions.	The Tales of Peter Rabbit, by Beatrix Potter.	Appley Dapple's Nursery Rhymes, by Beatrix Potter.	A range of biographies	Research from Seasonal Changes Study
Writing Genre	Description	Autobiography		Narrative	Rhyming Poetry	Explanation	Narrative	Instructions	Narrative	Performance & Poetry	Non-fiction	Explanation
Writing Outcome	To write a description of the house.	To write an autobiography.		To write a section of a 'Lost and Found' story.	W4P: To write a rhyming poem.	To write a factual report about a dinosaur.	To write a section of a story.	To write a set of instructions	To write their own Peter Rabbit adventure.	To recite and write poetry by heart, leading into writing.	W4P: Disney Top Trumps – factual writing	To write a report.
Science	Seasonal changes throughout the year.		Seasonal Changes (Autumn and Winter) Melting and Freezing		Animals: carnivores, herbivores, omnivores. Structure of animals. (Magnet- digging)		Plants: Identify, name, and compare plants on school grounds/ Wyre estuary.		Animals: Identify, name and compare a variety of common animals, including humans. (Life cycle of a butterfly)		Properties and Uses of Materials (Shadows and sound causing vibrations)	
History	Changes within living memory/ personal timelines and family				Changes beyond living memory		Human/ Physical Geography of a local area, including Fleetwood *		The Life of Beatrix Potter and links to Lancashire – the lives of significant people in our locality		Significant person in history – Walt Disney	
Geography			Seasonal and Daily Weather Patterns in UK/ hot/cold areas of the world		Name and locate the 7 continents and oceans (connected to fossil discoveries)		Fieldwork of own school grounds/ following maps					
Art & Design	Formal elements: line, colour, shape, Drawing: Draw and investigate shapes, create new shapes		Art to accompany Creative Fortnight Painting: Use primary colours and mix secondary colours		Drawing: experimenting with a range of drawing media		Drawing & Collage: Drawing and developing into collage.		Drawing & Painting: Observational art choosing from a range of drawing and painting media		Sculpture: Using clay for sculptures within 3D backgrounds	
Design Technology	Construction: Building houses, making them stronger, stiffer, and more stable.						Design, food and nutrition: Use a healthy and varied diet to prepare dishes.				Mechanisms: Using levers and sliders to create a moving picture.	
Computing	Computing Systems and Networks – Technology around us				Data and Information – grouping data		Creating media – digital writing		Programming A – Moving a Robot			
Music	Hey You!		Rhythm in the Way We Walk and Banana Rap		In the Groove		Round and Round		Your Imagination		Reflect, Rewind, Replay	
PSHE	Keeping/Staying Healthy Washing Hands (Adaptable)		Relationships Friendship (Caring)		Computer Safety Online Bullying (Forgiving)		Keeping/Staying Safe Road Safety		Feelings and Emotions Jealousy (Caring and ambitious)		Being Responsible Water Spillage	
Spanish	Greetings (Early Teaching Unit)				Animals (Early Teaching Unit)				Shapes (Early Teaching Unit)			
PE	Fundamental Skills Dance		Dance Gymnastics		Dance Gymnastics		Fundamental Skills Fundamental Skills		Athletics		Fundamental Skills	
RE	Hindu Dharma		Christianity: Jesus		Christianity: God		Christianity: Church		Judaism		Islam	

## Key to Global Learning Themes:

Conflict Resolution

Diversity

Equal Rights

Sustainability

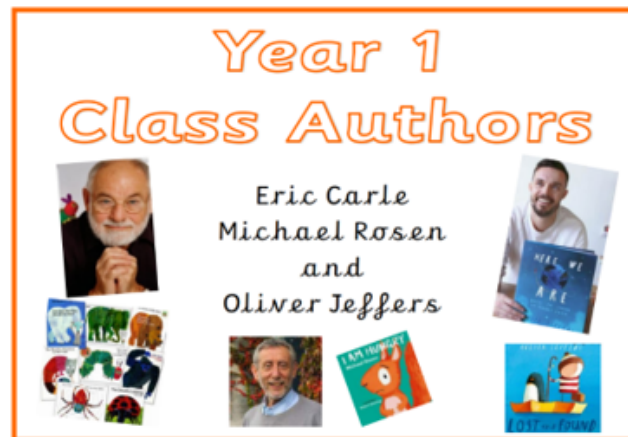
# Reading in Year One

At Stanah, we actively promote the notion of 'Everyone is a Reader' and through our carefully designed curriculum, we provide an array of reading experiences to develop life-long reader's. This enables our pupils to foster a love of reading and therefore read for pleasure. As well as this, they will read across a range of subjects which deepens their knowledge. As a school, we recognise the importance of reading role models and value working in partnership with others including: reading with other classes in school, our local library, local authors and other partners to ensure reading remains a high priority in our school.

During the year, pupils in Year 1 will be exposed to a wide range of texts and selected class authors that are closely matched to our year group curriculum topics. Teachers make meaningful links through the 'Talk four Writing' process, ensuring pupils are able to: discuss and unpick features of a text; have the opportunity to practise reading using the 'Reader's Theatre' and make explicit vocabulary links using our 'Stanah Vocabulary' lesson to ensure our pupils are fluent and confident readers.

**During the year our Year 1 pupils will read and study the following books as a whole class:**

- The Three Little Pigs
- The Lighthouse Keeper's Lunch
- The Tale of Peter Rabbit
- We're going on a bear hunt
- Spring Poems (written by various authors)
- Appley Dapple's Nursery Rhymes
- Mad about Dinosaurs!



## Reading





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## Year 1 Class Authors



Eric Carle  
Michael Rosen  
and  
Oliver Jeffers



# Writing in Year One

Writing



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## Key Knowledge:

- A simple sentence has a subject and a verb.
- Simple sentences need capital letters and full stops.
- Simple sentences can be joined together to make a compound sentence using and.





# Outdoor Education



## Exploring and Experimenting

- Dino dig
- Ice experiments/observations
- Natural materials exploration

## Personal and Social Development

- Grandparents afternoon- garden games
  - Playground games
- Traffic/road safety awareness

## Academic Achievement

- Drawing flowers on Stanah hills
- Performance Poetry – Meadow
- Growing plants/vegetables
  - Minibeast hunt

## Good Health and Wellbeing

- Mindful drawing/colouring/painting
  - Maypole dancing
  - 'Golden Mile'

## Environmental Responsibility

- Planting
- Litter picking
- Water collection

# Talk for Writing at Stanah

Writing



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At Stanah, we have established a core reading collection, from which we implement our writing strategy: Talk for Writing. The process begins with the children internalising the structures and language features of the text type (Imitation) and moves through a transition from shared and guided writing (Innovation) to independent writing (Independent).

**Imitation** ⇒ **Innovation** ⇒ **Independent**

It is through this process that our children become creative and powerful writers.

A.  
P.  
E.

At the beginning of every unit of Writing, children will identify the Audience, Purpose and Effect of the text type. When children know the A.P.E, they will be able to make authorial choices which will meet their target audience, whilst achieving their intended purpose and effect. The A.P.E. will be returned to regularly and writing will be assessed against whether it has been achieved.

# Science at Stanah

Science



## Our Science Vision

At Stanah, we believe our children, as scientists, should explore, investigate and ask questions through stimulating, challenging, exciting, hands on and practical experiences, that encourages a deeper understanding of the real world.



**OUTSTANDING**

Science is outstanding when:

1. Hands on – Practical, interactive, exploring
2. Ask ‘What if?’ questions
3. Scientific vocabulary
4. Real life links
5. Exciting resources and opportunities



# Working Scientifically



## Asking questions

Asking questions that can be answered using a scientific enquiry.



## Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



## Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



## Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



## Recording data

Using tables, drawings and other means to note observations and measurements.



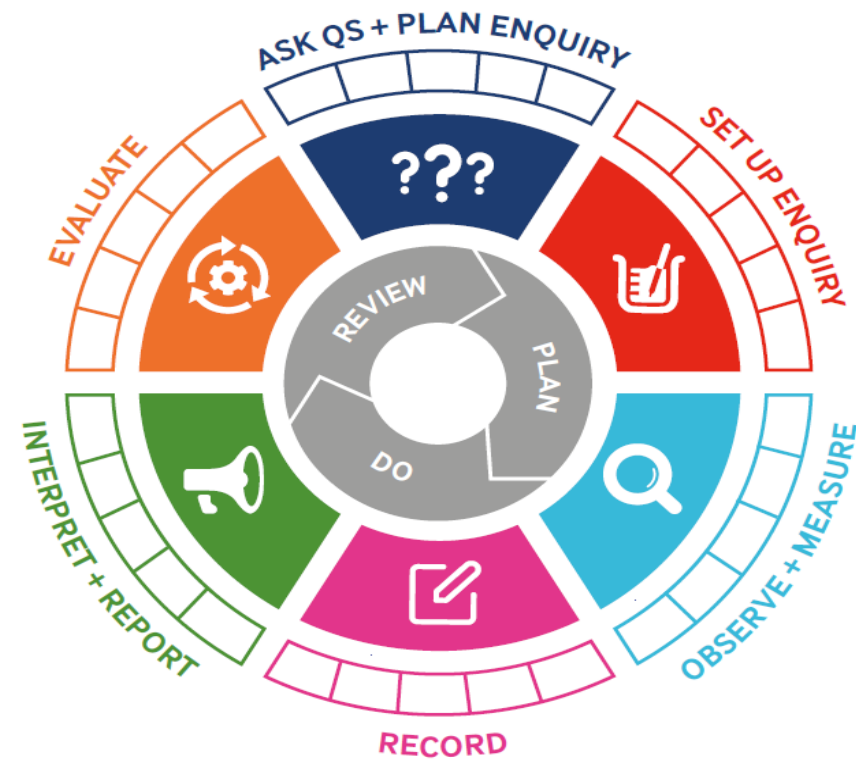
## Interpreting and communicating results

Using information from the data to say what you found out.



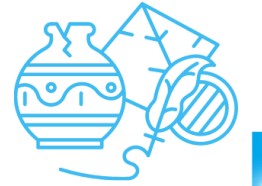
## Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



# History Substantive Concepts

Historical  
Concepts



At Stanah, we have selected four substantive concepts that are revisited throughout our History Curriculum. These concepts help us to make connections, draw contrasts, analyse historical information and devise historically valid questions.

Historical Concepts

Chronology  
Changes over time



Historical Concepts

Significance



Historical Concepts

Settlement



Historical Concepts

Invasion





## History in Year 1

Historical  
Concepts



Concept progression	EYFS	Year 1	Year 2	Year 3
Change over time/Chronology	Understanding past and present including changes.	Family album - personal timelines and family	The Great Fire of London	The Seaside – Fylde Coast
	Changing modes of transport over time.	Dinosaurs		
Significance		Beatrix Potter	The Great Fire of London	Ancient Greece
			Castles and Dragons	
			Mission to the Moon – Neil Armstrong	

NC	Chronology Vocabulary
Changes within living memory.  Significant historical events, people and places in their own locality.	old, new, young, younger, days, months, now, before I was born, past, period, pre historic, earlier, now, then, a very long time ago, a long time ago, after, before, year, present, modern, future, last year, next term



## Enrichment



<u>Term</u>	<u>Enrichment Opportunities</u>
<u>Autumn One</u> Family Album	Grandparents Afternoon Class Assembly
<u>Autumn Two</u> Lost and Found	Walks in the local area Writing Fortnight Christmas
<u>Spring One</u> Dinosaurs	Dino Dig Dino Man visit
<u>Spring Two</u> Stanah	Estuary Visit Planting
<u>Summer One</u> Beatrix Potter	Visit from pet Rabbit Caterpillar Life Cycle – observe changes
<u>Summer Two</u> Beatrix Ptter	Millfield visit - Science