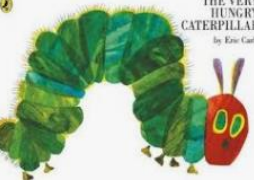
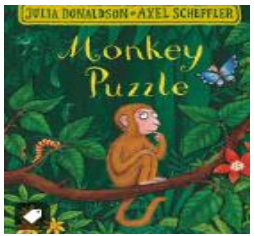
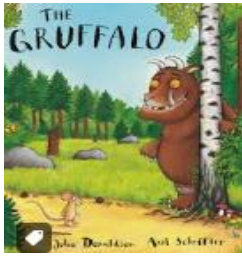
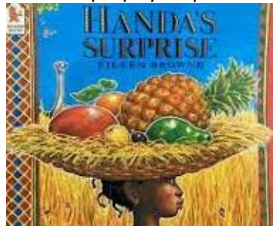

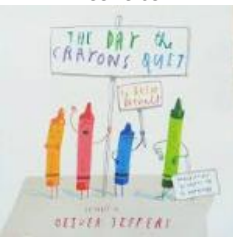




The Bishop John Robinson Curriculum





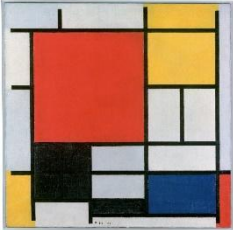
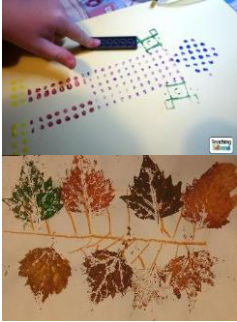
Thankfulness Class (Year 1)

Be the Best We Can; Join in Learning, Play and Prayer and Remember God's Word

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Topic is ...</b>	Who Am I?		Who are We?		Our Community	
<b>Inspiring Moments</b>	Library				Library	Tump 53
<b>Maths Outcomes</b>	<p><b>Number</b> - Place Value (within 10)</p> <p><b>Number</b> - Addition &amp; Subtraction (within 10)</p>	<p><b>Number</b> - Addition &amp; Subtraction (within 10)</p> <p><b>Geometry</b> - Shape</p>	<p><b>Number</b> - Place Value (within 20)</p> <p><b>Number</b> - Addition &amp; Subtraction (within 20)</p>	<p><b>Number</b> - Place Value (within 50)</p> <p><b>Measurement</b> - Length &amp; Height</p> <p><b>Measurement</b> - Mass &amp; Volume</p>	<p><b>Number</b> - Multiplication &amp; Division</p> <p><b>Number</b> - Fractions</p> <p><b>Geometry</b> – Position &amp; Direction</p>	<p><b>Number</b> - Place Value (within 100)</p> <p><b>Measurement</b> - Money</p> <p><b>Measurement</b> - Time</p>
<b>Writing Outcomes</b>	<p><u>Fiction</u></p> <p>Retell a familiar short story.</p>  	<p><u>Non-Fiction</u></p> <p>Wanted or lost posters- describing characters</p> <p>Poetry describing characters</p> 	<p><u>Fiction</u></p> <p>Retell Traditional Tales using simple sentence and sequencing</p> <p>Setting and character description using captions/ simple sentences</p> 	<p><u>Fiction</u></p> <p>Recount an event from the book using simple sentence and sequencing</p> <p>Setting and character description using captions/ simple sentences- adjectives</p> <p>Simple play script.</p> 	<p><u>Fiction</u></p> <p>Retell Traditional Tales/recount an event using simple sentence and sequencing</p> <p>Setting and character description using captions/ simple sentences</p> 	<p><u>Fiction</u></p> <p>Read, write and perform free verse.</p> <p>Personal responses to poetry</p> <p>Recite poems by heart</p> <p>Read, write and perform free verse</p> 

	 <p><u>Non-Fiction</u></p> <p>Recount an event using simple sentences and sequencing</p> <p>'All about me'</p>	   <p><u>Non-Fiction</u></p> <p>A simple explanation sequencing pictures and using captions/simple sentences</p> <p>Simple Non Chronological report using pictures and explanation</p>	  <p><u>Non-Fiction</u></p> <p>Recount- History/geography link</p>	 <p><u>Non-Fiction</u></p> <p>Information leaflet- History/geography/science link</p>	 <p><u>Non-Fiction</u></p> <p>Simple Explanation using pictures and captions</p> <p>Simple report</p>	 <p><u>Non-Fiction</u></p> <p>End of year/letters to new teacher</p>
<p><b>History</b></p>		<p>Why do we have a King or Queen?</p>		<p>How has transport changed over time?</p>		<p>Has man ever been to the moon and how can we know for sure?</p>

<b>Geography</b>	What is it like here?		What is the weather like in the UK?		Would you prefer to live in a hot or cold place?	
<b>Music</b>	<b>My Musical Heartbeat</b>  How can we make friends when we sing together?	<b>Dance, Sing and Play</b>  How does music tell stories about the past?	<b>Exploring Sounds</b>  How does music make the world a better place?	<b>Learning to Listen</b>  How does music help us to understand our neighbours?	<b>Having Fun with Improvisation</b>  What songs can we sing to help us through the day?.	<b>Let's Perform</b>  How does music teach us about looking after our planet?
<b>PSHE / RSE MyHappyMind</b>	Meet Your Brain  Places  RSE:	Places  Showing Respect and Managing Hurtful Behaviour  Celebrate  RSE:	Appreciate  Healthy Lifestyles  RSE:	Relate  Families and Positive Close Relationships  RSE:	Engage  Shared Responsibilities  Communities  RSE:	Ourselves – Growing and Changing  Ourselves – Growing and Changing (Transition)  RSE:
<b>Religious Education</b>	<b>Focus: Jesus</b> Why is it Good to Listen to and Remember the Stories that Jesus Told?  <b>Focus: The Bible</b> What is the Story of Noah Really About?	<b>Focus: The Bible</b> What is the Story of Noah Really About?  <b>Focus: Christmas</b> Nativity Characters: "Which Character are you? Why are You Important?"	<b>Focus: Judaism</b> What is it Like to Live as a Jew?  Why are they Having a Jewish Party?	<b>Focus: Easter</b> Why is Easter the Most Important Festival for Christians?	<b>Focus: Commandments</b> What are God's Rules for Living?	<b>Focus: Promises</b> Why do Christians Make and Keep Promises to God?

<p style="text-align: center;"><b>Art</b></p>		<p style="text-align: center;"><b>JMW Turner</b></p> <p>study piece to try and get light in their paintings whilst exploring different mediums such as watercolour, chalk, thick paint rubbed on.</p>  <p style="text-align: center;"><b>Canaletto</b></p> <p>study piece to try and include Canaletto inspired skies as a background whilst using white to lighten the shade of colour.</p>  <p>Castle images can then be placed on top of both pieces.</p> <p style="text-align: center;"><b>William Morris</b></p> <p>Produce a new pattern for the King's wallpaper inspired by his love of nature, using the repeated and symmetrical style of William Morris.</p>		<p>Primary and secondary colours Colour mixing Recreate Kandinsky's concentric circles using paint (colour mixing)</p>  <p>Recreate Kandinsky's shapes using collage</p>  <p>Create a shape picture inspired by Mondrian in Oil Pastels</p> 		<p>Experiment printing with found materials e.g. lego bricks, sticks, leaves, wheels, string Recognise that prints can be made from a raised surface.</p> 
	<p style="text-align: center;"><b>Design Technology</b></p>	<p style="text-align: center;"><b>Design and make a structure:</b></p>			<p style="text-align: center;"><b>Design and make a form of transport:</b></p>	<p style="text-align: center;"><b>Design and make a healthy, cold snack:</b></p>

	Build structures, exploring how they can be made stronger, stiffer and more stable. - <b>Link to English: Three pig's houses</b>			Use wheels and axles in a product. - Type of transport	Talk about what is eaten at home and begin to discuss what healthy foods are – 5 a day	
<b>Computing</b>	<b>Computer Science</b> Technology around us	<b>Computer Science</b> Creating media	<b>Computer Science</b> Digital painting	<b>Information Technology</b> Coding Programming animation	<b>Information Technology</b> Digital writing	<b>Digital Literacy</b> Coding Moving a robot
<b>Science</b>	Seasonal Changes	Animals Including Humans 1 - All About Me	Everyday Materials 1 - Exploring Everyday Materials	Everyday Materials 2 - Building Unit	Plants	Animals Including Humans 2 - All About Animals
<b>Physical Education</b>	Gymnastics	Gymnastics	Games	Games	Dance	Dance
<b>Safeguarding Across the Curriculum</b>	What are feelings? Being able to name feelings.  How do we stay safe in the playground?  How does our behaviour impact others? Can we understand the difference between kind and unkind actions?	Keeping safe – feelings and emotions  Stranger danger	Anti-bullying week What is a bully? How do we help?  Special people in our community What groups and communities am I a part of? How do they help us?  Respecting difference  What keeps us safe in our school and local community? (contextual safeguarding)	Healthy and happy family relationships  Similarities and differences between families	My body/your body  Computing-searching safely for an image online	Water safety Sun safety  Growth and the natural life cycle  Coping with changes in the body  Positive mindset=positive wellbeing

<b>Phonics (Success for All)</b>	<b>Phase 5 Sounds</b>  ay ou ie ea oy	<b>Phase 5 Sounds</b>  ir ue aw ew	<b>Phase 5 Sounds</b>  a_e e_e i_e o_e u_e	<b>Phase 5 Sounds</b>  y (happy) y (fly) ow (snow) Soft c (ice) Soft g (gem)	<b>Phase 5 Sounds</b>  ire (fire) are (care) tch (watch) oe (toe) ph (phone)	<b>Phase 6 Sounds</b>  <b>Comparing long /a/ GPCs</b>  <b>Comparing long /i/ GPCs</b>  <b>Comparing long /o/ GPCs</b>  <b>Comparing long /u/ GPCs</b>  <b>Comparing long /ur/ GPCs</b>  <b>Comparing long /e/ GPCs</b>
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