



Year 1 Curriculum Term 1

My home, my town

English: This term we will be reviewing and learning set 1, set 2 and set 3 sounds, depending on what Read, Write, Inc (RWI) group we are in. We will practise looking for special and chatty friends in words, Fred talking, Fred talking in our heads and reading words with more speed and fluency. Children will also have lots of practise using these sounds in their spellings, using Fred fingers and pinching the sounds to help them. We will continue to hold a sentence to practise remembering what we are writing and thinking of all the things we need to include (capital letters, finger spaces and full stops). Handwriting will continue to be a focus with gross motor and fine motor activities being incorporated into our daily routines. These activities will support children's pencil grip and letter formation. We will also be writing in our thematic lessons in the afternoons and having regular reading for pleasure sessions.	Maths: In Term 1, we will be exploring positional language, including turning, describing position and using ordinal numbers such as first, second and third. We will also explore position within a grid and develop our understanding of positional language when describing where things are. We will explore numbers to 10, looking for patterns in numbers and developing our ability to recognise quantities without counting, known as subitising. We will develop our understanding of counting, comparing numbers and identifying which numbers are more, less or fewer. We will learn to estimate and order numbers to 10, making links between counting, number sequences and consecutive numbers. We will explore different ways to represent numbers to 10, including regrouping numbers and finding different ways to make the same number. We will develop our understanding of addition and subtraction within 10, exploring the language of addition and subtraction, counting on, taking away and finding different ways to make numbers, including making 5. Finally, we will use our knowledge of numbers, addition and subtraction to solve mathematical problems. We will explore problems where the whole or a part is unknown, match different mathematical representations and begin to use number sentences to explain our thinking.
R.E: Our Wonderful World! We will be learning to: • Identify things that make our world special. • Explore the Jewish, Christian and Islamic creation stories. The children will understand that lots of religions tell stories to explain how the world was created. We will be discussing the similarities and differences between these stories. • Know that there are different accounts of the creation of the sky and Heaven. Children will be reminded that religions and cultures have different ways of explaining how the world was created. They will know	PSHE: One Childhood, One Chance This term, our PSHE learning will focus on the theme "One Childhood, One Chance." Children will begin by exploring who they are, the people who are important to them and how to build positive, respectful relationships with others. They will also learn to recognise and talk about their emotions, develop strategies to manage their feelings and understand that everyone can make positive choices. Our key learning areas: • The Chilton Way – Learning our school expectations: Be Ready, Be Respectful and Be Safe, alongside our values of Kindness, Respect, Courage and Equality.



that some people believe in Heaven and the afterlife and that some people do not. Explore different religious accounts of how animals and people were created. We will discuss differences between animals and differences between different people and explain how the world and everyone in it is special and precious. We will also discuss why we need to look after the world and why we need to look after everything in it.	- Emotional Wellbeing – Recognising, naming and managing emotions using our Regulation Station. - Positive Relationships – Building friendships, showing kindness, respecting others and understanding personal boundaries. - Responsibility – Taking responsibility for our actions, behaviour and choices and understanding how these affect others. PSHE will be taught through circle time, discussion, role play, stories and creative activities, with each lesson beginning with a Thrive Starter to support children's emotional wellbeing and confidence.
Art: This term in Art, our focus will be on developing foundational drawing skills. We will learn how to combine and link different types of lines to create detailed and expressive artwork. Emphasis will be placed on pencil control and precision to support the development of fine motor skills and attention to detail. Throughout the term, children will explore a variety of drawing materials, including pencil, chalk, pastel, charcoal, and crayon to experiment with different lines, textures, and effects. We will investigate how simple shapes can be combined to form more complex compositions and begin to understand how these elements contribute to a finished piece of art. We will study the work of well-known artists, examining how they use line and shape in their own creations. Children will be encouraged to respond to and comment on these works, developing their ability to talk about art using appropriate vocabulary. We will also practise techniques for colouring carefully and staying within the lines, supporting the development of neatness and control in their artwork. Key vocabulary: <i>line, shape, sketch, pastel, charcoal, chalk, crayon, abstract, cartoon.</i>	Music: In music we will learn songs and rhythm & movement games, using marching, jogging and skipping actions, turn taking activities etc. Through these we will examine the basic elements of rhythm: beat; time values (ta & titi); rests, as well as working on listening and singing in tune through a developing range.
P.E: During infant agility, children will develop their ability to move quickly, safely and confidently in a range of different ways. They will practice skills such as, running, jumping, hopping, balancing, changing direction and moving through simple obstacle courses, while developing coordination, spacial awareness and control.	
Thematic Curriculum	



Title	My home, my town	
Big Question	What is special about our home?	
Golden Thread	Culture and Communities	
Previous Learning	In reception the children explored their own history through their unit named 'Marvellous Me'. Through this they explored their families, who lived in their homes and the special moments they had shared together. They learned how they had changed since birth, focusing on things they could and couldn't do and their likes and dislikes.	
Blurb overview	In this unit, the children will explore what constitutes living memory. They will start by exploring their own history, looking at how they have changed since birth, before learning about their family history, comparing life now to how it was for their grandparents. Having explored their own history, they will then begin to learn more about their home town. They will explore a variety of maps, identifying key human features before having a go at creating their own maps. Throughout the unit, they will be challenged to consider what has changed and what has stayed the same within their home and their town.	
Celebration of Learning	Grandparents coming in, local walk around Ramsgate town.	
Text Links	Beegu, You Choose, Jolly Postman, The way home for wolf	
Oracy End Point:	Talk partner focus: Would you rather be alive now or when your grandparents were children? Is Ramsgate a good home town?	Physical: Look at who you are talking to and who is talking to you Linguistic: Speak in sentences, using joining phrases to link ideas Cognitive: Make relevant contributions that match what have been asked Social and Emotional: Listen and respond to what is being asked
History		
Substantive Knowledge		Disciplinary Knowledge
• To know how they have changed since being a baby. • To know that within living memory means during their grandparents' lifetime. • To know their own life-story and family's history. • To know that people have similar experiences, but these change with time. • To know why some people from the past should be remembered. • To know the name of a famous person, or a famous place, close to where they live		• To know that there are differences between the past and present in their own and other people's lives. • To know how to identify differences between themselves and others. • To know how they have changed since being a baby. • To know that people have similar experiences, but these change with time. • To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects.
Geography		
Substantive Knowledge		Disciplinary Knowledge
-Know how to identify the main differences between a city, town and village -To know how to recognise familiar landmarks from aerial photographs -To know places and locations look different when viewed from above -To know how to identify key human features in the locality e.g. shop, house, farm		-To know that places can be shown on a map and maps can be used by others to find out about a location - To know to make a simple map of the environment



-Know how to say their address, including postcode

Cultural Capital

Cultural Knowledge: To know about the architect Pugin and the impact he had in our hometown of Ramsgate.

Cultural Experience: To meet with and listen to experiences of an older generation and to understand what life was like when they were young.

Weekly Overview

Week 1 (2 days) PSHE	Thursday - We will be exploring what it means to be part of the Chilton community and introduced our three expectations: Be Ready, Be Respectful and Be Safe. We will discuss what these look like in our classrooms, around school and in our everyday lives. We will look at how positive choices help everyone to learn, feel safe and belong. We will learn that everyone makes mistakes and that adults are here to help us make better choices. We will also introduce the new Chance to Change cards and discuss how they are a reminder to stop, think and make a positive choice. We also explored Stop and Share behaviours and how adults support us when we need extra help. Friday – We will explore our four Chilton Values and how they help us create a happy, safe and welcoming school community. Through stories, discussions and activities, we will think about what respect, kindness, equality and courage look like in our everyday lives. We will explore how we can show kindness through our words and actions, how respect means valuing ourselves, others and our environment, and how equality means everyone deserves to feel included and important. We will discuss that courage does not mean we are never scared; courage can be asking for help, trying something new, saying sorry or standing up for others.
Week 2 PSHE	Afternoon 1 – Responsibility: My Choices Matter – We will explore the importance of taking responsibility for our own actions, choices and behaviour. We will discuss how we are all in control of the choices we make and how our choices can affect the feelings of people around us. The children will explore different scenarios and think about the possible consequences of choices, identifying positive ways to respond when things do not go as planned. We will develop our emotional vocabulary by exploring how others might feel and practised showing empathy, understanding and kindness towards others. Afternoon 2 – Regulation Station: Understanding and Managing Feelings – We will explore our emotions and learn that all feelings are okay. We will develop our emotional vocabulary by identifying different feelings and recognising that feelings can affect the way we behave. We will introduce the Regulation Station and explore different strategies to help them manage big emotions. We will practise calming techniques, positive self-talk and ways to help ourselves return to a calm and ready state. We will also discuss how we can recognise feelings in ourselves and others, and how showing empathy helps us build positive relationships. Afternoon 3 – Relationships, Social Skills and Belonging - We will discover what makes positive friendships and relationships and discuss how good friends show kindness, honesty, respect and support for one another. We will practise important social skills, including greeting others, using manners, joining in games and communicating kindly. We will explore how to respect other people's boundaries and how to solve problems through talking and listening. We will also discuss respectful behaviour at lunchtime, including using good table manners, looking after our environment and taking responsibility for our choices.
Week 3	Lesson 1 – Big Question – What is special about our home? Look at knowledge organiser. Lesson 2 – Looking back at pictures of themselves throughout their lives, comparing key changes that have happened. <i>To know how they have changed since being a baby.</i> <i>To know that there are differences between the past and present</i>



	Lesson 3 – Looking at pictures of Ramsgate today, 10 years ago, 20 years ago etc and discussing how it has changed over time <i>To know there are differences between past and present</i> <i>To know how to identify and recount some details from the past e.g. pictures, stories, objects</i> ART – <i>I am learning and exploring different pencil types and their properties</i>
Week 4	Lesson 1 – Trip to Ramsgate to explore what Ramsgate is like today to compare it to the past <i>To know there are differences between past and present</i> Lesson 2- To learn about how Ramsgate has changed over time <i>To know there are differences between past and present</i> <i>To know how to identify and recount some details from the past e.g. pictures, stories, objects</i> Lesson 3 – Discussing why we live where we live <i>To know their own family's life story</i> ART – <i>I am learning to develop control of pencil for detail in pictures</i>
Week 5	Lesson 1 – (All afternoon – in hall) - Looking at the similarities and differences when parents/Grandparents were 5 or 6 years old Inviting Grandparents into school. Looking at photos and listening to recounts about their family histories e.g. jobs grandparents had and what their life was like as a child <i>To know that there are differences between the past and present in their own and other people's lives</i> <i>To know that people have similar experiences, but these change with time.</i> <i>To know that within living memory means during their grandparents' lifetime.</i> <i>To know their own life story and family's history</i> Lesson 2 – We will be thinking about why it is important to explore memories and people from the past. We will gather questions to ask the guest speaker in the next lesson <i>To know the name of a famous person, or a famous place, close to where they live</i> Lesson 3 – Discuss why it is important to know about people from the past and what we can learn from them. Learn about Pugin, who lived in Ramsgate. Why is he remembered and what have we learnt from him. <i>To know why some people from the past should be remembered.</i> <i>To know the name of a famous person, or a famous place, close to where they live.</i> ART – <i>I am learning to use a pencil to create lines of different thickness in drawings</i>
Week 6	Lesson 1 – Having learnt about their own history, the children will now begin to learn about where they live. Start by talking about their own address. Then discuss Ramsgate. Look at pictures of Ramsgate, Canterbury and Minster. Discuss which is a city, town and village and how we know. <i>To know how to identify the main differences between a city, town and village</i> Lesson 2: Discuss what human features are. Look at photos from Ramsgate or go on a local walk and identify human features, discussing how you know. <i>To know how to identify key human features in the locality e.g. shop house farm</i> Lesson 3: Look at aerial pictures of school and local town. What can they spot? Do things look the same/different? Discuss key landmarks <i>To know places and locations look different when viewed from above</i>



	<i>To know how to recognise familiar landmarks from aerial photographs</i> POWER PLAY ACTIVITY - <i>To know how to say their address, including postcode</i> ART – <i>I am learning to show different tones by using coloured pencils</i>
Week 7	Lesson 1: Explore different maps. What can they see on the map? How do they know what it is? What does it tell them about that location (link back to human features and cities, towns and villages) <i>To know that places can be shown on a map and maps can be used by others to find out about a location</i> Lesson 2: Walk around school, followed by children creating their own map. Quiz and Oracy End Point <i>To know to make a simple map of the environment</i> Lesson 3: Quiz and consolidation lesson ART – SHOWPIECE! <i>I am learning to colour my own work in neatly and stay in the lines</i>
Week 8 RE	Lesson 1: Writing why our world is amazing and creating our own creation story wheel <i>To identify things that make our world special.</i> <i>To explore the Jewish, Christian and Islamic creation stories</i> Lesson 2: Drawing two different accounts of heaven and describing why looking after our world is important <i>To explore different accounts of the creation of the sky and Heaven.</i> Lesson 3 and 4: Computing (Information Technology) In our computing unit we will be using ipads to go outside and take pictures! We will also explore paint to draw pictures and discover digital instruments! Digital devices (computers, tablets, cameras) can be used to create and capture images and sounds. <i>I can use a digital device to take a photograph.</i> Drawing apps allow you to make pictures using digital tools like brushes, colours and shapes. <i>I can use paint tools to draw a picture.</i> Music apps let you create and play simple tunes using digital instruments. <i>I can make a simple tune in a music program.</i>