



**How the curriculum works**

At Grange Farm we aim to deliver a curriculum to children that enables them to meet the end of key stage expectations set nationally and prepares them for the next steps in their educational journey. We also want our curriculum to prepare well-rounded individuals who will prosper in school and in their wider life.

We have constructed our curriculum using a range of sources but we strongly believe that it is important to tailor it to the needs of children so we do not just “pick things off the shelf and use them”. Instead, we adapt materials to ensure they are meeting the needs of the children we work with. Our curriculum is flexible and we are always looking for ways to further develop it and enhance the experience of our children.

Our Literacy curriculum is not based on any one particular source or scheme but draws on a range of quality materials that are rooted in the National Curriculum. For spelling we use the Spelling Shed pathway and for phonics we use the DfE accredited Jolly Phonics Programme.

Our Maths curriculum draws on a wide range of quality-assured sources as well as using materials from ABBC to support the structure of our teaching over the year.

For most other subjects, our curriculum is based on the work of Cornerstones whose thematic approach we adopt for the delivery of many objectives. Cornerstones units encompass many subjects within each unit (block of work) which enables us to make strong links between different parts of learning and indeed across to Maths and Literacy. Some subjects will be taught separately from the main theme when there is no clear link to make but what we teach within the year is still always governed by the expectations set out in this document.

In Year 1, the Cornerstones units we utilise are:

- Memory box
- Bright lights, big city
- Superheroes
- Paws, claws and whiskers
- Dinosaur planet
- Splendid skies

Our RE teaching is based on the Coventry and Warwickshire Agreed Syllabus for Religious Education and our Computing curriculum is based on Purple Mash. For Music, we use the Charanga scheme.

**Art**

- Collage
- Painting
- Large and small-scale modelling
- Talking about art
- Drawing
- Sculpture
- Animal masks and products
- Family portraits

**Computing**

- Online Safety and Exploring Purple Mash
- Grouping and Sorting

<ul style="list-style-type: none"> <li>• Pictograms</li> <li>• Coding</li> <li>• Lego Builders</li> <li>• Maze Explorers</li> <li>• Spreadsheets</li> <li>• Technology outside school</li> <li>• Animated story books</li> </ul>
<b>Design and Technology</b>
<ul style="list-style-type: none"> <li>• Designing and making</li> <li>• Designing labels</li> <li>• Making animal enclosures</li> <li>• Making picnic foods</li> <li>• Celebration cards</li> <li>• Making a memory box</li> <li>• Exploring mechanisms</li> <li>• Constructing moving models</li> <li>• Understanding where food comes from</li> <li>• Models of London landmarks</li> </ul>
<b>Geography</b>
<ul style="list-style-type: none"> <li>• Seasonal and daily weather patterns</li> <li>• Locating continents and oceans</li> <li>• Using and making maps</li> <li>• Describing physical features</li> <li>• Fieldwork in the local area</li> <li>• Countries and capital cities of the UK</li> <li>• Using locational language</li> <li>• Geographical similarities and differences</li> </ul>
<b>History</b>
<ul style="list-style-type: none"> <li>• Significant individuals – Francis Beaufort</li> <li>• Events beyond living memory</li> <li>• Significant individuals – Mary Anning</li> <li>• Changes within living memory</li> <li>• The Great Fire of London</li> </ul>
<b>Literacy (Reading)</b>
<ul style="list-style-type: none"> <li>• I can use the phonics I have learned to sound out new words (and non-words)</li> <li>• I can say the right sound quickly for letters and digraphs</li> <li>• I can blend sounds to read words (and non-words)</li> <li>• I can read tricky words and spot the tricky bits</li> <li>• I can read words with endings added to them</li> <li>• I can read longer words</li> <li>• I can read words with apostrophes for missing letters</li> <li>• I can read out loud from a book I haven't seen before</li> <li>• I can get even better by reading the same books again</li> <li>• I can talk about poems, stories and books my teacher reads to me</li> <li>• I can say when a book or poem reminds me of something that has happened to me</li> <li>• I can tell some fairy stories and tales without looking at the book</li> <li>• I can join in with a story my teacher is reading to me</li> <li>• I can choose a poem I like, learn it by heart and recite it</li> <li>• I can find out what new words mean</li> <li>• I can make sense of a new book using what I already know and what my teacher tells me</li> <li>• I can listen to myself while I read and check that it makes sense, going back if I need to</li> <li>• I can talk about the title of a book and what happens in the story</li> </ul>

- I can pick up clues a writer leaves for me
- I can say what I think will happen next in a story
- I can say what I think about a story and listen to what other people think
- I can say what a story was about and what happened in it

#### Literacy (Writing)

- Writes simple sentences, mainly accurately
- Write simple compound sentences using "and", and the use of other conjunctions may be attempted
- Words are appropriately spaced
- Capital letters and full-stops are mostly used correctly to demarcate sentences
- Some use of other end marks – exclamation and question marks – may be evident
- Consistently used capital letters for the personal pronoun "I" and for identified proper nouns (e.g. days of the week, other names)
- Sentences planned orally before they are written
- Meaningful sequences of sentences are written
- In narrative writing, structures from familiar stories are evident although the form may not be sustained
- In non-narrative writing, events are recounted in sequence as modelled by teachers (e.g. list, caption or simple instructions)
- Checks that their writing makes sense by rereading and makes simple changes sometimes without prompting
- Changes made following discussion and/or marking
- Uses vocabulary which is appropriate to the subject matter
- Some use of adjectives for description
- Words choices are relevant to the context, supported by word banks
- Most words containing previously taught phonemes, GPCs and common exception words from Year 1 are spelt correctly
- Spelling rules and patterns from Year 1 are being used with increasing accuracy
- Most letters are correctly formed and orientated and start and finish in the correct place
- Holds a pencil comfortably and correctly
- Form capital letters and the digits 0-9 correctly

#### Mathematics

- Count, read and write numerals to 100
- 1 more or less than a given number to 100
- Begin to know place value in numbers beyond 20
- Number bonds within 20
- Add and subtract one-digit and two-digit numbers to 20
- Adding and subtracting zero
- Use the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than to develop the concept of addition and subtraction
- Counting in twos, fives and tens
- Multiplication and division problems using concrete objects and arrays (grouping and sharing)
- Finding halves and quarters of objects, numbers and quantities
- Move from measuring using non-standard units to common standard units
- Recognise and know the value of coins and notes
- Tell the time to the hour and half past the hour
- Recognise and name common 2D and 3D shapes, e.g. rectangles (including squares), circles and triangles, cuboids (including cubes), pyramids and spheres
- Describe position, directions and movements—make whole, half, quarter and three-quarter turns
- Solve number problems and practical problems involving these ideas

<b>Music</b>
<ul style="list-style-type: none"> <li>• Weather sounds and songs</li> <li>• Percussion</li> <li>• Animal songs</li> <li>• Songs that help us remember</li> <li>• Writing a class song</li> <li>• Traditional songs and nursery rhymes</li> </ul>
<b>Personal, Social and Health Education</b>
<ul style="list-style-type: none"> <li>• Living and growing (Sex and relationships education)</li> <li>• Caring for animals</li> <li>• Caring for babies and toddlers</li> <li>• Sharing memories</li> <li>• Playing and working cooperatively</li> <li>• Feeling positive</li> </ul>
<b>Physical Education</b>
<ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Fundamental Skills</li> <li>• Gymnastics</li> <li>• Ball Skills</li> <li>• Target Games</li> <li>• Sending and Receiving</li> <li>• Fitness</li> <li>• Dance</li> <li>• Net and Wall</li> <li>• Team Building</li> <li>• Striking and Fielding</li> <li>• Athletics</li> </ul>
<b>Religious Education</b>
<ul style="list-style-type: none"> <li>• How and why do we celebrate special and sacred times?</li> <li>• Who is a Christian and what do they believe?</li> <li>• What does it mean to belong to a faith community?</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>• Seasonal changes</li> <li>• Plants and animals (including humans)</li> <li>• Senses</li> <li>• Everyday materials</li> <li>• Working scientifically</li> </ul>
<b>More information</b>
<p>We provide additional support to parents in a number of ways:</p> <ul style="list-style-type: none"> <li>• The Calculation Routeway (which explains maths calculation strategies) is available on the school website</li> <li>• The Grammar Routeway (defining when and how we teach grammar) is also available on the school website</li> <li>• Curriculum information letters come out each term with a breakdown of what is being covered within those shorter blocks of time</li> <li>• We run parental workshops for key areas (e.g. phonics, maths calculation, Sex and Relationships Education, eSafety) – materials from these workshops are then made available on the school website</li> <li>• Communication with parents throughout the year through meetings and reports about the achievement of their child in school</li> </ul> <p>We are also looking for more ways of providing useful information to parents to help them support their child's learning and welcome ideas to further improve this aspect</p>

of our work.