**Claverley CE Primary**

Our vision at Claverley C of E primary is ‘to encourage one another and build each other up’ *(1 Thessalonians 5:11)* so that we are each empowered to make the most of the lives we have been gifted by God - to live out our **BEST** lives.

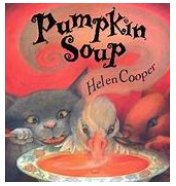
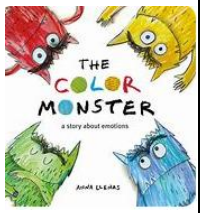
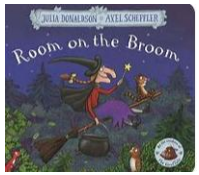
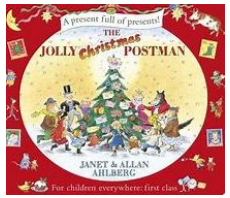
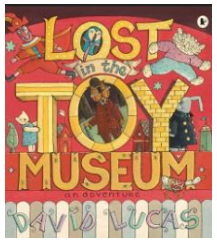
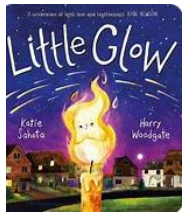
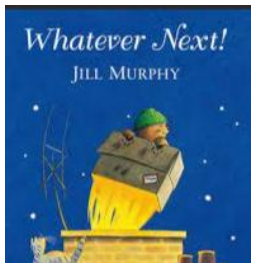
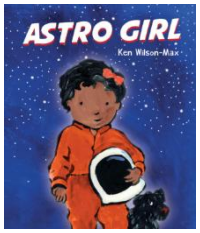
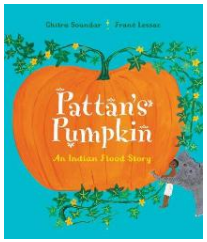
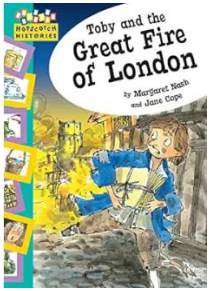
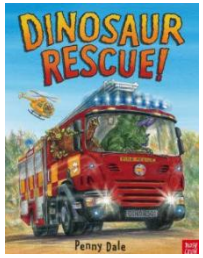
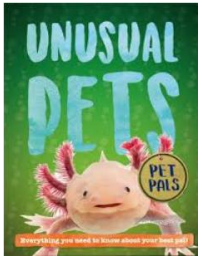
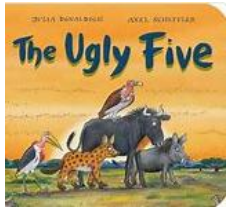
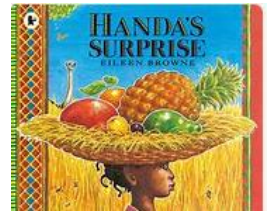
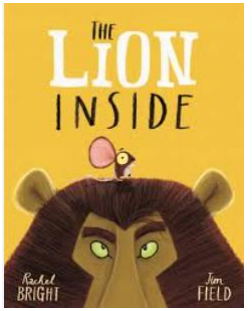
Our mission to fulfil our vision and enable all to flourish through being our BEST.
**B**elieve that we can change things for the better (Hope)
r**E**spect our environment and each other (Dignity)
**S**upport our friends and community (Community)
**T**ake every opportunity to learn (Wisdom)

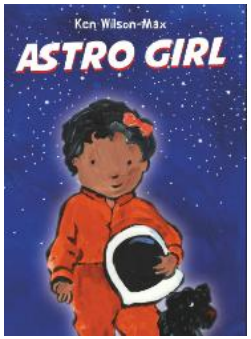
Our motto: ‘*encourage one another and build each other up*’ (1 Thessalonians 5:11)

**Class Teacher:** Laura Aguayo and Sarah Edwards

**TA:** Clare Summerfield (Monday-Thursday) and Mrs Mottram (Friday)

## Curriculum planning

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **ENGLISH** | | | | | |
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| **MATHS** | | | | | |
| **White Rose**<br>• Place Value (within 10)<br>• Geometry: Shape<br>• Addition and Subtraction (within 10) | | **White Rose**<br>• Place Value (within 20)<br>• Addition and Subtraction<br>• Place Value (within 50)<br>• Length and Height<br>• Mass and Volume | | **White Rose**<br>• Multiplication and Division<br>• Fractions<br>• Geometry: Position and Direction<br>• Place Value (within 100) | |

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| | | | | • Measurement: Money<br>• Measurement: Time | |
| **NUMBER SENSE** | | | | | |
| Stage 1- Visual number foundations. | Stage 2- Make and break numbers to 10. | Stage 3- Facts and strategies within 10. | | Stage 4- 10 and a bit facts. | |
| **SCIENCE** | | | | | |
| **Animals including humans: Humans**<br><br>In Year 1 pupils should be taught to:<br><br>a) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Year 1: Seasonal Changes** Pupils in Year 1 should be taught to:<br><br>a) observe changes across the 4 seasons<br><br>b) observe and describe weather associated with the seasons and how day length varies | **Everyday Materials** Pupils in Year 1 should be taught to:<br><br>a) distinguish between an object and the material from which it is made<br>b) identify and name a variety of | **Plants** In Year 1 pupils should be taught to:<br><br>a) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | **Animals including Humans: Animals** Pupils in Year 1 should be taught to:<br><br>a) identify and name a variety of common animals including fish, amphibians, | **Seasonal Changes-** Revisited to compare with Autumn Pupils in Year 1 should be taught to:<br><br>a) observe changes across the 4 seasons |

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| | | everyday materials, including wood, plastic, glass, metal, water, and rock<br><br>c) describe the simple physical properties of a variety of everyday materials. | b) identify and describe the basic structure of a variety of common flowering plants, including trees. | reptiles, birds and mammals<br><br>b) identify and name a variety of common animals that are carnivores, herbivores and omnivores<br><br>c) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and | b) observe and describe weather associated with the seasons and how day length varies |

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| | | | | mammals, including pets). | |
| **HISTORY** | | | | | |
| | **Changes Within Living Memory** How have toys changed over time? | **The Lives of Significant Individuals** What is significant about Mae Jemison and Valentina Tereshkova? | | **Events Beyond Living Memory** What was the Great Fire of London? | |
| **GEOGRAPHY** | | | | | |
| **Our Local Area** (NC: Locational Knowledge; Name, locate and identify characteristics of the four countries and capital cities of | | | **Weather and Seasons** (Human and Physical Geography: identify seasonal and daily weather | | **A contrasting Non-European Country** (Place Knowledge: understand geographical similarities and |

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| the U.K and the surrounding seas).<br><br>What can I find in my school and street ? | | | patterns in the United Kingdom).<br><br>How does the weather change in Claverley depending on the season? | | differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country)<br><br>How is Kenya different to Claverley? |
| **COMPUTING** | | | | | |

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| Exploring hardware | Programming beebots | Introduction to data | All about instructions | Using a laptop Logging in and out | Digital images Ipads |
| **ART/DT** | | | | | |
| DT-Cooking and Nutrition: Soup. | Art-Painting and Mixed Media: Paint my World. | DT-Textiles: Bookmarks | Art-Seasonal Crafts | DT-Mechanisms: Making a Moving Nursery Rhyme Class Book. | Art-Sculptures: Sculpture and 3D: Paper Play. |
| **RE** | | | | | |
| 1.10 What does it mean to belong to a faith community? (Thematic)<br><br>Festival: Harvest | 1.1UC What do Christians believe God is like? (God)<br><br>Festival: Diwali, Christmas | F1 UC: Why is the word God so important to Christians? (God)<br><br>Festival: Lunar New Year | F3 UC Why is Easter special to Christians? (Salvation)<br><br>Festival: Lent and Easter | F6 (Thematic) What times/stories are special and why?<br><br>Festival - Pentecost | 1.9 How should we care for the world and for others, and why does it matter? |

| Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
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| Jesus, taught, loving, community, communities, ceremony, Christian, married, marriage, faith, Baptism, parable, wedding, traditional, identity, belonging, baptismal candles, Christening, cross, Bible, symbol, valuable, promises, promise, hymns, prayer, pray | God, Christians, Jesus, parable, Lost Son, Bible, forgiving, forgiveness, Father, belief, worship, loving, Church, pray, sorry, praise, prayer, | Christians, God, Creation, Bible, creator, world, natural world, awe, wonder, puzzling, | Jesus, Christians, Easter eggs, Easter, special, palm leaves, Hosanna, Church, palm cross, hot cross buns, cave tomb, died, cross, buried, resurrection, festival, Palm Sunday, Last supper, Good Friday, Easter Sunday | Jesus, Bible, story, special, faith, God, sacred text, Jewish scriptures, Old Testament, Chanukah, Maccabees, friendliness, thank you, Prophet Muhammad, Rama, Sita, Ganesha, Krishna, God, Christians, Muslims, Jews | Unique, valuable, key belief, God, Genesis, natural world, care, others, natural, earth, charity, Christians, Jews, believing, belief, religious, non-religious, unique, important, values, friendship, good, bad, right, wrong, care, world, |

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| | | | | | love, Genesis, Religious |
| **MUSIC** | | | | | |
| Movement songs | Celebration music | Transport | Exploring Sound | Musical stories | Big band |
| **PSHE** | | | | | |
| Families and Relationships. | Health and Wellbeing. | Health and Wellbeing. | Safety and the Changing Body. | Citizenship | Economic Well Being |
| **PE** | | | | | |
| Fundamentals | Dance | Gymnastics | Ball Skills | Striking and Fielding Games | Athletics |
| **MEMORABLE EXPERIENCES/'WOW' MOMENTS /PERSONAL DEVELOPMENT** | | | | | |
| Walk to Claverley for Harvest Festival Church Service at All Saints Church, Claverley | Nativity Performance<br><br>Christmas<br><br>Jumper/Dinner Day | Lunar New Year- Celebration Day<br><br>Making pancakes | Story book 'crime scenes'<br><br>Easter Service at All Saints Church Claverley | Exploring fire and observing how quickly it can spread (pre-recorded video not on | Eid- Celebration Day<br>Animals in Hands in school visit **or** |

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| Walk around the school environment.<br><br>Forest School.<br><br>Local area walk- Claverley | Santa Dash<br><br>Pantomime Trip to Theatre Severn-Sleeping Beauty<br><br>Walk to Claverley to post letters to Father Christmas<br>Diwali- Celebration Day<br><br>Parent Partnership: inviting the childrens' extended family over a variety of generations, to share their experiences and | Thinktank Birmingham Science Museum (visit to the museum itself or mobile planetarium visit to school). | Children planting and growing flowers, fruits and vegetables, harvesting them and using them within foods. Measuring as they grow and develop, talking about the changes they see. Encouraging children to try new things and developing their | the school premises).<br><br>Children explore fire lighting (Forest School). | Potential locations for a visit externally include: Hoo Zoo, Exotic Zoo, WILD zoological Park (to be confirmed) |

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| | photographs of their toys growing up. (Pre-recorded videos, Tapestry, visitors in to school, photographs). | | appreciation and care of the natural world and care of living things. | | |
| **SPIRITUAL DEVELOPMENT** | | | | | |
| Self: Who am I? | Others: How do I treat others? | Beauty: Why should I care about animals and plants? | Beyond: What might heaven be like? | Beauty: How/why does the weather affect our mind? | Beyond: Where is God? |

Number Sense

| Year 1 | Yearly Overview | | | | | | |
|---|---|---|---|---|---|---|---|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Autumn 1 | Stage 1<br>Book 1 | Stage 1<br>Book 2 | Stage 1<br>Book 3 | Stage 1 | Stage 2<br>Book 1 | Stage 2<br>Book 2 | Stage 2<br>Book 3 |
| | Subitising 1 - 5 | Subitising 6 - 10 | Subitising on tens frames | Gap teaching and consolidation | Make and Break 5 | Make and Break 4, 3 & 2 | Make and Break 10 |
| Autumn 2 | Stage 2<br>Book 4 | Stage 2<br>Book 5 | Stage 2<br>Book 6 | Stage 2<br>Book 7 | Stage 2 | Stage 2 | |
| | Make and Break 6 | Make and Break 7 | Make and Break 8 | Make and Break 9 | Gap teaching and consolidation | Gap teaching and consolidation | |
| Spring 1 | Stage 3<br>Book 1 | Stage 3<br>Book 1 | Stage 3<br>Book 2 | Stage 3<br>Book 2 | Stage 3<br>Book 3 | Stage 3<br>Book 3 | |
| | One More, One Less | One More, One Less | Two More, Two Less | Two More, Two Less | Number 10 Fact Families | Number 10 Fact Families | |
| Spring 2 | Stage 3<br>Book 4 | Stage 3<br>Book 4 | Stage 3<br>Book 5 | Stage 3<br>Book 6 | Stage 3<br>Book 6 | Stage 3 | |
| | Five and A Bit | Five and A Bit | Know About Zero | Doubles and Near Doubles | Doubles and Near Doubles | Gap teaching and consolidation | |
| Summer 1 | Stage 3<br>Book 7 | Stage 3<br>Book 7 | Stage 3<br>Book 8 | Stage 3<br>Book 9 | Stage 3<br>Book 9 | Stage 3<br>Book 9 | |
| | Number Neighbours | Number Neighbours | 7 Tree & 9 Square | Strategy Selection | Strategy Selection | Strategy Selection | |
| Summer 2 | Stage 4<br>Book 1 | Stage 4<br>Book 1 | Stage 4<br>Book 1 | Stages 3&4 | Stages 3&4 | Stages 3&4 | Stages 3&4 |
| | Ten and A Bit | Ten and A Bit | Ten and A Bit | Gap teaching and consolidation | Gap teaching and consolidation | Gap teaching and consolidation | Gap teaching and consolidation |