

## DREAM Curriculum Community School Overview 2023 - 2024

### Year 1

Term:	Autumn Term	Spring Term	Summer Term
<b>Unit Name:</b>	Take a walk in my shoes How was school different in the past?	The United Kingdom Why is our world wonderful?	Who am I? How have explorers changed the world?
<b>Hook:</b>	BBC Bitesize – schools 100 years ago	Mixed up Jigsaw pieces – Children to put together to create UK map	Take a trip to the moon/ jungle – immerse children in new world
<b>Home Learning:</b>	Interview parents/ grandparents about their school days	Research project linked to countries of the UK – or world	Research an explorer and create fact file or collage
<b>Showcase:</b>	Children to play games popular in earlier school life	In groups children to present their work on the UK country they have studies	Create video interviewing an explorer
<b>Enrichment:</b>	Interview someone who came to our school in the past to find out how it has changed Pantomime		Science – Plants – Kenyon Hall Farm
<b>Books to Enjoy!</b>	Three Little Pigs, Three little wolves and the big bad pig, Jack and the Beanstalk, Ugly Duckling, Once Upon an Ordinary School Day- Colin McNaughton (Fiction) Welcome to our World: A celebration of Children Everywhere- Moira Butterfield (non-fiction) The Street Beneath my Feet- Charlotte Guillian (Non-fiction)	A Walk in London- Salvatore Rubbino (Fiction) The Big Book of the UK: Facts, Folklore and Fascinations from around the United Kingdom- Imogen Russell Williams (non-fiction)	Little People, Big Dreams- Isabel Sanchez Vegara- books include Marcus Rashford, Dwayne Johnson and Mae Jemison (Non-fiction) Inspired Inner Genius- Books include David Attenborough, Anne Frank and Rossa Parks (Non-fiction)

Subject Area:	Autumn Term	Spring Term	Summer Term
<b>Reading</b>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- apply phonic knowledge and skills as the route to decode words (see Essential Letters and Sounds)</li> <li>-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>		
	<ul style="list-style-type: none"> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>-re-read these books to build up their fluency and confidence in word reading.</li> <li>- being encouraged to link what they read or hear read to their own experiences.</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- discussing the significance of the title and events.</li> <li>- predicting what might happen on the basis of what has been read so far.</li> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>- read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>-recognising and joining in with predictable phrases</li> <li>-checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>- making inferences on the basis of what is being said and done.</li> <li>- explain clearly their understanding of what is read to them.</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> </ul>

<b>Writing Focus and Features</b>	<b>Non-chronological report- Labels, lists and captions</b>  Read aloud their writing clearly enough to be heard by teachers and peers.	<b>Narrative- Retelling a traditional fairy tale</b> Read aloud their writing clearly enough to be heard by teachers and peers.  Sequencing sentences to form short narratives	<b>Narrative- Stories with familiar settings</b>  Read aloud their writing clearly enough to be heard by teachers and peers.  Sequencing sentences to form short narratives	<b>Recount- Factual</b>  Read aloud their writing clearly enough to be heard by teachers and peers.	<b>.Narrative</b>  Read aloud their writing clearly enough to be heard by teachers and peers.  Consolidate skills from across the Year 1 objectives.	<b>Letter/ Postcard- Visiting the seaside</b>  Read aloud their writing clearly enough to be heard by teachers and peers.  Consolidate skills from across the Year 1 objectives.
	Compose sentences orally before writing them. Re-read sentences they have written to ensure they make sense. Saying out loud what they are going to write about. Discuss what they have written with a teacher or other pupils.					
<b>SPaG</b>	Leaving finger spaces between words.  Begin to demarcate sentences with capital letters and full stops.  Use capital letters for people.	Leaving finger spaces between words. Further secure demarcating sentences with capital letters and full stops..  Sentence co-ordination using 'and'	Leaving finger spaces between words. Consistently use of full stops and capital letters to demarcate sentences.  Sentence co-ordination using 'and'.  Use capital letters for places.	Leaving finger spaces between words. Sentence type- exclamation sentences  Use capital letters for people.  Use capital letters for days of the week.  Use capital letters for names and personal pronoun 'I'	Leaving finger spaces between words. Further secure demarcating sentences with capital letters and full stops..  Sentence co-ordination using 'and'	Leaving finger spaces between words.  Punctuate sentences using question marks and exclamation marks.  Use capital letters for places.  Use capital letters for names and personal pronoun 'I'
<b>Handwriting</b>	All EYFS objectives and introduce  Sit correctly at a table, holding a pencil comfortably and correctly.  Use the correct formation of capital letters.  Leaving finger spaces between words.	Form lower-case letters that begin and end in the correct place.	Correctly form the digits 0-9.	Understand which letters belong to which handwriting 'families' and practise these.	Consolidation of letter and number formation	



							To compare and group together a variety of everyday materials on the basis of their simple physical properties.	
	Into the Greenhouse (Plants) To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees.							
	It's Raining Cats and Dogs (Seasonal changes) What is weather like in the UK? To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.							
	Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: To asking simple questions and recognising that they can be answered in different ways. To observing closely, using simple equipment. To performing simple tests. To identifying and classifying. To using their observations and ideas to suggest answers to questions To gathering and recording data to help in answering questions.							
History	Tale a walk in my Shoes How was school different in the past? Local history study Significant historical events, people and places in their own locality					Who am I? How have explorers changed the world? Lives of significant individuals To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. To understand significant historical events, people and places in their own locality.		
Geography			The United Kingdom Why is our world wonderful? UK Study To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea.					
	What is the weather like in the UK? To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles							
Art and Design	Drawing Make your mark Painting Colour splash		Sculpture Paper play			Craft Woven wonders		
Design and Technology	Structures Windmills		Cooking and Nutrition Fruit and Veg			Textiles Puppets		
Physical Education	Fundamentals Team Building	Ball Skills Dance	Sending and Receiving Gymnastics	Invasion Yoga	Athletics Target Games	Striking and Fielding Net and Wall		

Music	Voices Foundation Find your voice	Voices Foundation Pitch and dynamics	Voices Foundation Sing and Play	Voices Foundation Pulse and Rhythm	Voices Foundation Elements in Action	Infant Songshare Quest Trust Singing Project
PSHE	<b>Being me in my world</b> Feeling special and safe, being part of a class, Rights and responsibilities, consequences, owning the learning charter.	<b>Celebrating differences</b> Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, celebrating the differences in everyone.	<b>Dreams and Goals</b> Setting goals, identifying successes and achievements, learning styles, working well and celebrating achievements with a partner, tackling new challenges, identifying and overcoming obstacles, feelings of success.	<b>Healthy Me</b> Keeping myself healthy, Healthier lifestyle choices, Keeping clean Being safe Medicine safety/safety with household items, road safety, linking health and happiness. Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean	<b>Relationships</b> Belonging to a family, Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself celebrating special relationships.	<b>Changing me</b> Life cycle – animals and human Changes in me, changes since being a baby, differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition.
SMSC	Our Year One Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.					
Fundamental British Values	Our Year one Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.					
HGCP Values Cycle 1 2022 2023	Friendship	Service	Responsibility	Generosity	Creativity	Truthfulness
HGCP Values Cycle 2 2023 2024	Perseverance	Peace	Hope	Forgiveness	Trust	Thankfulness
HGCP Values Cycle 3 2024 2025	Respect	Compassion	Wisdom	Humility	Justice	Courage