



Curriculum Framework

For

Year 1

St Matthew's Curriculum Statement

Here at St Matthew's, we have developed a statement that outlines all that we want our children to achieve in their time at St Matthew's Primary School. We aim for the children to achieve all of the following through following our taught curriculum in the classroom and by participating in the wider life of the school, its culture and values. Here is our statement below:

We want our curriculum to prepare children for the future so that they may lead happy, positive and fulfilling lives.

We want the children to develop the skills, knowledge and confidence to make and take opportunities in life. This is in terms of academic excellence and by developing the healthy lifestyle, attitudes, dispositions, values and ways of thinking that will promote their sense of well-being, happiness and fulfilment.

We want the children to have a wide range of experiences to enable them to discover and develop their individual interests, a sense of who they are and what they want to be.

We want the children to be motivated, engaged and enthusiastic about their learning, and take this enthusiasm forward into everything that they do. This will enable them to be curious, life-long learners.

We want children to be confident to take risks, to be resilient to learn from mistakes and to know how to get help and support when they need it.

We want the children to be critical thinkers, to question what they are told and come to their own conclusions.

We want the children to know their rights and responsibilities, in school, in our community and in wider society.

We want children to reflect on their values and act accordingly.

We want the children to learn the skills to develop strong, positive relationships and friendships.

We want the children to be open minded and culturally aware. We want them to understand that people are different, including having different families, relationships, beliefs, views and opinions. We want them to embrace, respect and celebrate this diversity.

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

English	Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Science	Seasonal Change	Investigate, make observations and document the changes around us as Summer turns to Autumn.
Computing	E-Safety	Think about keeping safe on the internet.
Art and Design		Observational drawings. Paint and draw using a variety of tools and materials. Investigate different forms of sketching e.g. cross-hatching, stippling
Music		Sing a variety of songs including preparation for our Harvest Festival Assembly
Design and Technology		Using junk modelling to make boats.
History		Find out about famous explorers; where they went and what they discovered. Focus on Christopher Columbus and Neil Armstrong and Scott of the Antarctic, Amy Johnson and Amelia Earhart.
Geography	Geographical skills and field work	Explore our school, discuss the area where we live and around our school and draw maps of their journey to school.
Physical Education	Games Gymnastics	Develop kicking and striking skills through simple games using a variety of equipment e.g. balls, racquets, hockey sticks and bean bags. Develop fundamental movement skills, work on agility, balance and co-ordination, engage in co-operative physical activities and master basic jumping actions.
PSHE and Citizenship	Beginning and Belonging	Children will start the year by discussing school rules and deciding on class rules. We will be finding out about the different roles people have in school.
Religious Education	Christianity	Who is Jesus? A Great Teacher or a great leader? Why was he considered special? What did he teach?
Cooking and Nutrition		

Educational Visits/Visitors	
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Science	Animals (including humans)	<p>Identify, classify and name a variety of common animals including fish and mammals.</p> <p>Describe and compare the structure of a variety of common animals (specifically fish and humans).</p> <p>Think scientifically to identify and classify, using observations about animals and their features to suggest answers to questions. Sorting animals by specific features.</p> <p>Curriculum link with topic/ English learning about Sea turtles and look at a simple life cycle.</p>
Computing	Digital Literacy	Use technology to create and retrieve digital content.
Art and Design		<p>Use a range of materials, including clay, creatively and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Create under the sea paintings using different techniques for colour, pattern, texture, line, shape, form and space.</p> <p>Wax resist turtles, collage rainbow fish, under the sea dioramas.</p>
Music		<p>Listen to and perform different seasonal songs.</p> <p>Name and recognise musical instruments.</p> <p>Explore the sounds made by different instruments.</p> <p>Use different instruments to create sound affects for a story/ event.</p>
Design and Technology		Begin to use the Plan Do Review cycle to create a product of their choosing based on this term's topic.
History		
Geography	Locational knowledge	Explore, name and locate the world's seven continents and five oceans.
Physical Education	Dance Games	Under the Sea Explore the use of the body and movement to create visual narratives. Throwing and catching skills Refine the skills of running successfully, changing directions and developing side stepping. Throwing, catching and aiming on the move.
PSHE and Citizenship	Friends and Family Lost and found Anti bullying	<p>Talk about the qualities of friendship and how to make friends. Coping with difficult situations in friendships.</p> <p>Talking about how to solve problems together.</p> <p>Anti bullying week.</p>
Religious Education	Christianity - Christmas How and why do people celebrate birthdays?	<p>Know the story of the Nativity and understand why Christian's celebrate Christmas.</p> <p>Understand why people celebrate birthdays and how they celebrate.</p>

Cooking and Nutrition	'Funtrition'	Know about the importance of a healthy balance diet and understand
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Educational Visits/Visitors	<p>Visitor from St Matthew's church to talk about Christmas.</p> <p>Visit to the Pantomime.</p>
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Our Curriculum for Year 1 for the First Half of Spring Term

Context for Learning: All Around China!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	<p>Sentence writing Write in sentences using capital letters at the beginning and full stops at the end. Use conjunctions like 'and', 'so', 'but' and 'because' to join sentences.</p> <p>Focus Books The Wishing Dish The Empty Pot The Great Race (The story of the Chinese Zodiac.)</p> <p>Story Writing Use verbal storytelling with actions and draw/write story maps to familiarise themselves with a plot. Write own retelling of a story.</p>
	Non - Fiction	
	Grammar	<p>Writing facts about the country of China and what it is like to live there.</p> <p>Add -ing to the end of a word to make a new word. Know the plural rule and can use -s and -es in the right place to make words plural.</p>

Mathematics	Addition and Subtraction	<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20 and above, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>
Science	Seasonal change Animals	<p>Changes from Autumn to Winter. Observe and discuss how the weather has changed. Discuss the four seasons and the effect of the weather on animals.</p> <p>Discuss the difference in day length at this time of year compared to the summer. Curriculum link with topic- learning specifically about Pandas and begin to look at what some animals eat, ie herbivores etc.</p>
Computing	Unplugged Programming	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>
Art and Design	Chinese Brush Art Willow Pattern Plate art Panda art	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Know about the work of different artists and develop art techniques using line, shape, form and space.</p>
Music	Chinese Music In the groove	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Play tuned and un-tuned instruments musically.</p> <p>Listening, appraising and performing music with a Blue theme.</p>
Design and Technology	Plan Do Review	<p>Use the Plan Do Review cycle to create a product of their choosing based on this term's topic.</p>
History	Great Wall of China	<p>Know about events beyond living memory that are significant nationally or globally.</p>
Geography	China Place knowledge Geographical skills and field work	<p>Understand geographical similarities and 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.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean and river.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its</p>

		countries, as well as China and the continent of Asia.
Physical Education	Gymnastics Games	Rock and Roll Develop fundamental movement skills. Extend agility, balance and coordination. Engage in co-operative physical activities. Master basic jumping actions Fundamental skills Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move. Using a ball effectively.
PSHE and Citizenship	Diversity and community Working together	Describe similarities and differences between themselves and others. Talking about place in their community. Talking about their own skills and how they can be developed. Understanding and practising group work skills including negotiation, communication, co-operation and listening.
Religious Education	The family in Islam	How does being a Muslim make a difference to a family? What do you do as a family? Special places visited as a family.
Cooking and Nutrition		

Educational Visits/Visitors	Year 1 pretend flight to China.
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Our Curriculum for Year 1 for the Second Half of Spring Term

Context for Learning: Stomp, Stomp, Roar!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	Using talk for writing to explore the story 'We're going on a dinosaur hunt', focusing on setting and onomatopoeia to write our own versions.
	Non-Fiction	Exploring the story of Harry and the Bucketful of Dinosaurs focusing on character development
	Grammar	Looking at a variety of non-fiction Dinosaur books and then creating our own, both individually and as a class.
		Learning the plural rule and using -s and -es in the right place to change words from the singular to the plural.
Mathematics	Number and place value	Recognise odd and even numbers, locating 2 digit numbers on a 100 square
	Mental multiplication and division	Doubles and pairs to 20
	Fractions, ratio and proportion	Find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half
	Measurement	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour. Solve problems for length and height by telling which objects are longer or shorter/ taller or shorter.
Science	Animals	Name and identify common animals that are herbivores, omnivores and carnivores. Linked to Dinosaur topic.
Computing	E-Safety	Learning to search safely on the internet.
Art and Design	Dinosaur bones	Creating 3D pictures of dinosaur skeletons. Making salt dough fossils.
Music	Round and Round	Listening to, and appraising, a range of different styles of music including Latin Bossa Nova, Big band Jazz.
Design and Technology	Plan Do Review	Use the Plan Do Review cycle to create a product of their choosing based on this term's topic.
History	Stomp, stomp, roar!	Learning about the life and work of Mary Anning.

Geography	Human and Physical	Using world maps, atlases and globes to identify the countries, continents and oceans where different dinosaurs have been discovered.
Physical Education	Multi-skills Cricket	Working with a sports coach to work on running, throwing, catching and striking skills. Cricket with specialist coach.
PSHE and Citizenship	Drug Education	Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful. Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.
Religious Education	Easter What makes a place special? -for Christians and Muslims	Why do Christians celebrate Easter? Looking at the Easter story. Visit to church and compare to a Mosque. Identifying places which are special to Christians - including a visit to explore St Matthew's church Naming special objects inside the church and a mosque and thinking about why people go to a special place.
Cooking and Nutrition	Mixing	Make dinosaur biscuits.

Educational Visits/Visitors	Visit from Claire (St Matthew's Church) to talk about Easter and why it is important to Christians. Dinosaur archaeology visit at school
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Our Curriculum for Year 1 for the First Half of Summer Term

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	Reading a range of Traditional Tales including Little Red Riding Hood, Hansel and Gretel and The Ugly Duckling.
	Non-fiction	Reading books about the weather and the seasons Making weather diaries.
Mathematics	Mental addition and subtraction	Adding three small numbers. Understanding place value in two digit numbers.
	Measurement	Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks Recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; recognise,
	Fractions and Money	Name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins
Science	Seasonal Change	Exploring changes between spring and summer. Recording/ observing the weather.
	Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.
	Working scientifically	Observation and investigation- pea shoot diary.
Computing	Programming	Using and programming beebots
Art and Design	Natural Art Hot and cold colours	Art linked to weather - colour-mixing hot and cold colours. Experimenting with art techniques to portray different weather conditions. Looking at famous paintings depicting weather. Vincent Van Gogh's Sunflowers and Monet's Waterlillies.
Music	Round and Round	Listen and appraising - Latin music, film music and a mash-up of Dance and Jazz music.
Design and Technology	Into the woods.	Design, sew and evaluate Fairy Tale character puppets.
History		
Geography	Weather	Linked to Science - recording and observing weather changes.

Physical Education	Swimming Team Games and Ball Skills	Weekly swimming lessons at Parkside Pool Premier Sport Coach
PSHE and Citizenship	Healthy lifestyles	Exploring what it means to be healthy, and how to stay healthy. Benefits of regular exercise and how this helps us to keep healthy. Understanding a healthy diet and the benefits of 5 a day.
Religious Education	Books and Stories-	Why are books and stories special? Explore stories connected with the church. Know some stories about Jesus.
Cooking and Nutrition	Kneading	Make bread rolls.

Context for Learning: Into the Woods

Educational Visits/Visitors	Walk to the Botanical Gardens to observe signs of spring and summer. Visit to St Matthew's Church to find out about special things in a church.
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Our Curriculum for Year 1 for the Second Half of Summer Term

Context for Learning: Castle Quest!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Non-Fiction Fiction	Devising questions to ask at Hedingham Castle using appropriate question words and using question marks. Researching castles using reference books and materials. Identifying features of non-fiction books and using their knowledge to make their own information book about a castle Writing a recount of the trip to Hedingham Castle. Writing persuasive letters Looking at castle themed stories e.g. The Princess Knight
Mathematics	Number bonds and addition and subtraction.	Revise number bonds to 10/20 and matching subtraction facts to 20. Addition and subtraction problems including missing number problems.

	Mental multiplication and division Measurement Statistics	Count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; Read, interpret and create a pictogram; begin to recognise and read block graphs.
Science	Everyday materials Working scientifically Seasonal Change	Investigating different materials and talking about their properties Finding out which materials are the best materials to use for certain purposes e.g. buildings, cooking, clothes etc Investigating waterproof materials Exploring signs of summer and how it affects the weather and the plants/ world around us.
Computing	Internet Research Digital Literacy	Researching Hedingham Castle and life in castles Using technology to create and retrieve digital content.
Art and Design	Drawing Painting Collage	Observational drawings of signs of summer Artwork associated with castles e.g. painting, collage. Selecting different materials to make a collage
Music	Reflect, Rewind and Replay	Listening to and appraising the history of music through pieces such as The Bird by Sergei Prokofiev and The Firebird by Stravinsky. Revising terms such pitch, rhythm and pulse.
Design and Technology	Castles	Pop- up card with a castle theme.
History	Castles	Identifying features of a castle and thinking about who would have lived there. Talking about the Battle of Hastings in 1066. Looking at the Royal Family and how it has changed during the life of Queen Elizabeth II.
Physical Education	Swimming Athletics	Swimming lessons will continue at Parkside Swimming Pools for all three classes Preparation for Sports Day.
PSHE and Citizenship	Growing and changing	Be able to recognise names for the main external parts of the body.

	SRE 1 and 2	Be able to name the sexual parts using colloquial and occasionally scientific words. Be able to recognise babies, children and adults of different ages and put them into age order.
Religious Education	How do the stories from the Gurus affect Sikh children?	Looking at special books and celebrations. What do Sikhs believe about God? How does this help them live their life?
Cooking and Nutrition	Fruit Salad	Tasting and describing fruit. Cutting fruit using the bridge method and designing and evaluating our own fruit salads.

Educational Visits/Visitors	Visit to Hedingham Castle Sports Day on Parker's Piece
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