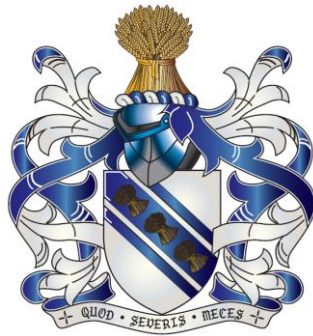


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Year 1 Curriculum Overview (2021-2022)







1. The Curriculum at The Bliss Charity School

- Intent – How is the curriculum at Bliss designed and why has it been structured in this way?**

The curriculum at The Bliss Charity School is topic-based. Delivering the aims of the [Early Years Foundation Stage Framework](#) and the [National Curriculum](#) in a cross-curricular way gives pupils a broad and balanced education, as well as a range of enriching and memorable learning experiences.

Linking objectives and subjects together in this way is not only highly engaging for the children, it also provides them with a 'connected' body of knowledge, skills and language which enables them to 'know more' and be able to 'do more'.

Underpinning the curriculum at Bliss is the school's unique 'Metacognition Programme' which has been specifically designed to enable pupils to maximise their learning potential and develop the cultural capital needed to self-regulate and succeed as both learners and members of modern Britain.

Attitudes					Skills				
Curious	Empathetic	Enthusiastic	Independent	Open minded	Applying	Aware of Learning Styles	Collaborating	Communicating	Creating
									
Pride in myself and others	Reflective	Resilient	Responsible	Risk Taker	Making Choices and Decisions	Questioning	Reasoning	Researching	Self Managing
									

- Implementation – How is the curriculum taught?**

Our curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then been developed to teach knowledge and skills from other subjects. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based.

- Impact – What outcomes does the curriculum at Bliss lead to?**

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives and subjects together through enjoyable over-arching themes, pupils are not only motivated to learn, they also acquire a depth of knowledge and language that can then be applied to the development of key skills.







As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills. Rapid progress is then made through the reception year and cohorts go on to exceed the national attainment for a Good Level of Development on exit from the EYFS.
- Pupils then make good progress through KS1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher, resulting in cohort attainment ahead of the national average at the end of Year 2.
- Good progress is achieved in Years 3-6 so that high levels of attainment from KS1 are maintained through KS2. In the last three years (2017-2019¹), progress through KS2 has been in-line with the national averages

¹ All statutory assessments were cancelled in 2020 and 2021 due to the coronavirus pandemic.

for children with similarly high starting points, leading to attainment in reading, writing and mathematics – at both the expected standard and the higher standard – that is in the highest 20% of all schools.

2. Year 1 Topics – 2021-2022

	Term 1 September 2 nd 2021 – October 22 nd 2021	Term 2 November 2 nd 2021 – December 17 th 2021	Term 3 January 4 th 2022 – February 11 th 2022	Term 4 February 22 nd 2022 – April 1 st 2022	Term 5 April 20 th 2022 – May 27 th 2022	Term 6 June 6 th 2022 – July 21 st 2022
Class 1	<i>Scarecrows, Skeletons & Me</i>	<i>Home Sweet Home</i>	<i>Paddington's Tour of the UK</i>	<i>Animal Rescue</i>	<i>The Tiny Seed</i>	<i>Ahoy There!</i>
						

3. Further information about the Year 1 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the [Class 1 page](#) of the school website.

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our [twitter feed \(@BlissCharitySch\)](#) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific, age-related objectives that underpin the Class 1 topics are available below (section 5). These objectives are used by school staff to plan their topics and to make assessments.

4. Published schemes used in Year 1

In Year 1, we use some published schemes of work to support the delivery of our curriculum:

Curriculum Area	Scheme Name	Overview
Phonics	Read, Write Inc. Phonics	<i>Read, Write Inc. Phonics</i> is a DfE validated systematic synthetic phonics (SSP).
Handwriting	Kinetic Letters	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.
Physical Education	Real PE (inc. Real Gym & Real Dance)	<i>Real PE</i> is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The <i>Real PE</i> programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development).
PSHE	Protective Behaviours	<i>Protective Behaviours</i> is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs – EWS) and to develop strategies for self-protection.
PSHE	3D PSHE	PSHE is taught using a published scheme by <i>Dimensions Curriculum Ltd.</i> called <i>3D PSHE</i> . Aligned to the <i>PSHE Association</i> framework and divided into three core areas (Health and Wellbeing,

		Relationships and Living in the Wider World), <i>3D PSHE</i> exceeds the statutory requirements for Health Education and Relationships Education, and has an emphasis on developing mental, physical and emotional health.
Music	<i>Charanga</i>	<p>The <i>Charanga</i> 'Music School Scheme' is based on:</p> <ul style="list-style-type: none"> • Listening and appraising • Musical activities — creating and exploring • Singing, playing instruments and performing

5. Age-related expectations at the end of Year 1 at The Bliss Charity School

English - Reading: Year 1
Read many words containing common suffixes – see age-appropriate section of the NC Appendix 1.
Read many common exception words – see age-appropriate section of the NC Appendix 1.
Read aloud many words (in books with words closely matched to the GPCs) quickly and accurately without overt sounding and blending, e.g. at over 60 words per minute.
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
Say the sound for any grapheme they are shown.
Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea').
Read words that contain 'tch'; end in the 'v' sound; and have 'un' at the start.
Read words of more than one syllable that contain the taught GPCs.
Recognise and read words with contractions (I'm, I'll, we'll, he's) and understand that the apostrophe represents the omitted letter(s).
Correct inaccurate reading when prompted.
Read compound words.
Read aloud and is able to use expression to show awareness of punctuation, e.g. full-stops, questions marks and exclamations marks.
Show an understanding of word meanings, through discussion, linking new meanings to those already known.
Explain clearly their understanding of what is read to them.
Answer simple questions/find information in response to a direct, literal question.
Contribute to discussion, expressing opinions about main events and characters in the story, beyond simply like/dislike (e.g. good and bad characters and why).
Make simple inferences on the basis of what is being said and done.
Predict what might happen on the basis of what has been read so far (about the plot and/or characters of an unknown story, using the text and other book features).
Contribute to discussion by making links to own experiences, background information and vocabulary provided.
Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).
Distinguish between fiction and non-fiction texts.
Shows an understanding of a wide range of poems, stories and non-fiction that have been read and listened to.
Recite some poems by heart.

English – Spoken Language: Year 1	
<i>The statements for Spoken Language (below) apply to all years. The content is taught at a level appropriate to the age of the pupils.</i>	
Listen and respond appropriately to adults and their peers.	
Ask relevant questions to extend their understanding and knowledge.	
Use relevant strategies to build their vocabulary.	
Articulate and justify answers, arguments and opinions.	
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	

Speak audibly and fluently with an increasing command of Standard English.
Participate in discussions, presentations, performances, role play/improvisations and debates.
Gain, maintain and monitor the interest of the listener(s).
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

English – Writing: Year 1
Write sentences which are sequenced appropriately to form short texts (fictional and non-fictional).
Includes some interesting, descriptive language to describe appearance, feelings, characters, action or settings.
Use some expanded noun phrases when being descriptive.
Choose some vocabulary that is genre, task or topic specific.
Write grammatically accurate (simple) sentences, on many occasions.
Re-read own writing to check what is written makes sense.
Write some co-ordinated sentences with 'and' and 'but' accurately.
Use the present and past tense with some accuracy.
Use capital letters and full stops to demarcate sentences with growing accuracy.
Use full stops to demarcate sentences with growing accuracy.
Use question marks and exclamation marks with some accuracy.
Apply many spelling rules/patterns from KS1 (Y1) correctly – see NC Appendix 1.
Correctly spell many example words and common exception words from the KS1 (Y1) programme of study – see NC Appendix 1.
Correctly spell many words by segmenting them into phonemes and representing them with graphemes.
Form most lower case letters to the correct size, relative to one another.
Use spacing between words.

Mathematics: Year 1
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Given a number, identify one more and one less.
Count in multiples of twos, fives and tens.
Read and write numbers to 100 in numerals.
Represent and use number bonds and related subtraction facts within 20.
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume.
Recognise common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles.
Name common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles.
Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres.

Science: Year 1
Ask simple questions linked to the science work in class.
Observe closely and describe what can be seen.
Perform simple tests, using familiar, everyday equipment.
Gather and record information to help answer questions.
Identify and name a variety of common plants, including deciduous and evergreen trees.
Identify and describe the basic structure of a variety of common flowering plants, including trees.
Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Describe and compare the structure of a variety of common animals.

Identify, name, draw and label finer body parts, e.g. wrist, chin, ankle, waist, shoulder, hips, etc.
Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.
Distinguish between an object and the material from which it is made.
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Describe the simple physical properties of a variety of everyday materials.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Computing: Year 1

Use a systematic approach to control and predict the behaviour of simple programs (e.g. control a roamer).
Recognise common uses of information technology beyond school.
Identify simple mistakes in my work and evaluate and correct them.
Keep personal information private.
Seek help and support when I have concerns about online content.
Navigate age appropriate websites.

RE: Year 1

Begin to name the different beliefs and practices of Christianity and at least one other religion.
Respond to – and order – some of the religious and moral stories from the bible and at least one other religious text, special book or religion, other than Christianity.
Show how different people celebrate aspects of religion.
Become familiar with key words and vocabulary related to Christianity and one other religion.
Begin to talk about and find meanings behind different beliefs and practices.
Begin to suggest meanings of some religious and moral stories.
Either ask or respond to questions about what individuals and faith communities do.
Express their own ideas creatively.

Art: Year 1

Investigate and use a range of materials to show my ideas in both 2D and 3D.
Use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space.
Say what I think and feel about my own and others' work, including artists, designers and craftspeople.
Beginning to suggest some ways to improve my own work.

DT: Year 1

Use my own experiences to describe what my product is for.
Say how my product will work and whether it is for me or other people.
Develop and communicate ideas by talking and drawing.
Plan my design.
Select from tools and materials chosen by my teacher.
With support, cut, shape and join materials.
Follow safety and hygiene procedures.
Talk about my design ideas, what I am making and how it could be improved.
Describe what products are, who they are for and how and where they are used.
Describe the simple characteristics of materials and components.
Know that a 3D textile product can be assembled from two pieces of fabric.
With support, prepare simple dishes safely and hygienically, without using heat.
With support, cut, peel and grate food.

Geography: Year 1

- Name, locate and identify characteristics of the four countries of the United Kingdom.
- Name the capital cities of the United Kingdom and the surrounding seas.
- Compare human and physical features within my locality (e.g. a city location and a village location).
- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary such as beach, cliff, forest, hill, mountain, sea, river, soil, season and weather.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use simple compass directions (e.g. north, south, east, and west).
- Use locational and directional language (e.g. near, far, left, right).
- Use aerial photographs and plans to recognise landmarks and basic human and physical features.
- Devise a simple map.
- Use simple fieldwork and observations to study the geography of my school and its immediate locality.

History: Year 1

- Beginning to place a few events, people and objects in the correct time order.
- Beginning to recognise the differences between ways of life in the past and present.
- Beginning to use the right historical words to explain the passing of time.
- With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.
- Beginning to understand some ways in which we find out about the past.
- Beginning to find answers to simple questions about the past by using stories and other sources.

Music: Year 1

- Sometimes use my voice in different ways.
- Join in singing.
- Beginning to follow instructions when I perform.
- Beginning to make sounds that are very different.
- Make sounds using voices and instruments.
- Make a long sound and a short sound.
- Clap short rhythms with help
- Recognise the difference between fast and slow.
- Listen to live and recorded music and say how it makes me feel.
- Copy changes in pitch – high and low.
- Know how some sounds are made.

PE: Year 1

- Copy and explore basic body patterns and movements.
- Copy and explore basic actions with some control and co-ordination.
- Remember simple dance steps and perform in a controlled manner.
- Choose and link some basic actions and recognise and use space appropriately.
- Choose actions and link them with sounds and music.
- Watch and discuss my own work and that of my peers.
- Safely perform teacher-led warm-ups and discuss others' work.
- Aware of others around me.
- Stop a ball with basic control.
- Use basic underarm, rolling and hitting skills.
- Run at different speeds, jump from a standing position and throw an object with one hand.
- Send a ball in the direction of another person.
- Choose different ways of hitting, throwing, striking or kicking the ball.
- Decide when to sprint.

Describe my part in sending and receiving.
Explain why to throw, hit and kick a ball in a variety of ways, depending on the needs of the game.

PSHE ² : Year 1
Identify the different types of work people do and learn about different places of work.
Recognise where money comes from and the choices people make to spend money on things they want and need.
Understand that we cannot always afford the items we want to buy.
Contribute to enterprise activities.
Recognise what they like and dislike.
Recognise what they are good at.
Recognise, name and manage their feelings in a positive way.
Understand the difference between impulsive and considered behaviour.
Share their opinions on things that matter to them.
Make positive real-life choices (television, games, money).
Recognise why healthy eating and physical activity are beneficial.
Recognise that some substances can help or harm the body.
Recognise the simple physical changes to their bodies experienced since birth.
Reflect on the similarities and differences between people.
Demonstrate basic road safety skills.
Make simple choices that improve their health and wellbeing, e.g. healthy eating.
Manage basic personal hygiene.
Recognise that there are people who care for and look after them.
Identify different relationships that they have and why these are important.
Recognise how their behaviour affects other people.
Consider different types of teasing and bullying behaviour, understand that bullying behaviour is wrong and know how to get help to deal with it.
Seek help from an appropriate adult when necessary.
Develop positive relationships through work and play.

² Including 'Health Education' and 'Relationships Education'.