



Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<ul style="list-style-type: none"> <li>• <b>To understand</b> listening, speaking, reading and writing techniques for a wide range of purposes, including the communication of their ideas, views and feelings</li> <li>• <b>To experience</b> a rich and diverse English curriculum which promotes a love of reading and writing</li> <li>• <b>To develop</b> high standards of language and literacy by equipping themselves with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.</li> </ul>	<p>Children in Year 1 all follow the Read Write Inc Scheme. They work in groups of similar ability focusing on specific targets. Children are regularly reassessed to track progress and inform future groupings. In class they explore a wide range of story, information and poetry texts.</p>
Technology, Enterprise & Sport	Computing	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to organise, store, retrieve &amp; manipulate data uses of IT outside of school and the use of algorithms.</li> <li>• <b>To experience</b> using technology purposefully to create, organise, store, manipulate and retrieve data and digital content in the context of using a computer program to recreate an artistic style.</li> <li>• <b>To develop</b> their skills of writing and testing simple programs and using logical reasoning to make predictions. To be able to create and debug simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>• use of interactive whiteboards, class computers, digital cameras and TV and video equipment.</li> <li>• Learn how to use the internet safely and conducting independent research linked to current topics.</li> </ul>
	DT	<ul style="list-style-type: none"> <li>• <b>To understand</b> the process of designing and making, through a variety of creative and practical activities.</li> <li>• <b>To experience</b> generating, developing, modelling and communicating their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<p><b>Moving Pictures:</b> Children will explore sliders, levers, pivots and wheel mechanisms and how they can be used to make different parts of a picture move.</p> <p><b>Homes:</b> Children will design, make and evaluate their own model houses.</p> <p><b>Eating more fruit and vegetables:</b> Children will explore a variety of fruits and vegetables, what they look like, taste like and</p>



		<ul style="list-style-type: none"> <li>• <b>To develop</b> the necessary skills to use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. To develop their evaluative skills by evaluating their ideas and products against design criteria.</li> </ul>	<p>feel like, as well as how to prepare fruits and vegetables through cutting, grating and peeling. They will then have the challenge of designing, making and evaluating their own salad or smoothie.</p>
	<b>PE &amp; Games</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that participating in sport supports their health and fitness.</li> <li>• <b>To experience</b> opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>• <b>To develop</b> fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gymnastics:</b> bounce and jump using different levels and shapes both on and off small apparatus, use bouncing and sliding to travel during floor and apparatus work, roll in curled tight shapes and wide narrow shape linking movements together.</li> <li>• <b>Games:</b> develop throwing and catching skills, dribbling skills and target skills using large balls; use a variety of equipment to help develop striking, sending and receiving of balls; develop skipping skills</li> </ul>
<b>Science</b>	<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the uses and implications of science, today and for the future through the use of scientific knowledge</li> <li>• <b>To experience</b> the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• <b>To develop</b> scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> </ul>	<p><b>Seasonal Changes:</b> Children will explore how weather and day length affect animals and humans. They will be encouraged to use their own experiences and the information provided to come to conclusions about how living things adapt to seasonal changes.</p> <p><b>My body:</b> Children will find out about the names and functions of different parts of their bodies before looking at each of the five senses in detail.</p> <p><b>Plants:</b> Children will become familiar with different types of plants, including wild plants, garden plants and trees. They will use the terms 'deciduous', 'evergreen', 'leaves', 'stem', 'flower', blossom' and many more to describe a wide variety of plants. Children will observe how plants change over time.</p> <p><b>Identifying animals:</b> Children will learn about mammals, birds, reptiles, amphibians and fish. They will think about the needs of different pets and become familiar with the terms carnivore, herbivore and omnivore.</p>

			<p><b>Materials:</b> Children will identify, classify and describe the everyday materials around them, such as wood, plastic, metal, glass and fabric, all through a variety of activities and experiments.</p>
<p>Expressive Arts</p>	<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• <b>To experience</b> opportunities to explore their ideas and record their experiences through equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</li> <li>• <b>To develop</b> drawing, painting, sculpture and other art, craft and design techniques. To develop the skills to evaluate and analyse creative works using the language of art, craft and design.</li> </ul>	<p><b>Paper Art:</b> Children will investigate different types of paper and explore their different textures and features, before using a variety of techniques to create artwork from paper.</p> <p><b>Andy Goldsworthy:</b> Children will study the colours, materials and shapes Goldsworthy uses in his art work. They will explore his paths and walls, circles and spirals, and reflections and use them as inspiration for their own creations.</p> <p><b>Colour Creations:</b> Children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade. They will look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.</p>
	<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that music is a universal language that embodies one of the highest forms of creativity. To understand and explore how music is created, produced and communicated.</li> <li>• <b>To experience</b> a high quality music curriculum that engages and inspires them to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. To have opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• <b>To develop</b> a critical engagement with music, allowing them to compose, and to listen with discrimination music.</li> </ul>	<p>Pupils follow Charanga scheme which includes:</p> <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Explore musical instruments</li> <li>• Listen &amp; understand live and recorded music</li> <li>• Make and combine sounds musically</li> <li>• Develop understanding of musical elements, through movement and self-expression.</li> </ul>

<p><b>Maths</b></p>	<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the fundamentals of mathematics, including increasingly complex problems, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</li> <li>• <b>To experience</b> reasoning mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.</li> <li>• <b>To develop</b> problem solving skills by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul>	<p>Maths Mastery:</p> <ul style="list-style-type: none"> <li>• Numbers to 10</li> <li>• Addition and subtraction within 10 (combination and partitioning)</li> <li>• Shapes and patterns</li> <li>• Numbers to 20</li> <li>• Addition and subtraction within 20 (augmentation and reduction)</li> <li>• Time</li> <li>• Exploring calculation strategies within 20</li> <li>• Numbers to 50</li> <li>• Addition and subtraction within 20 (comparison and difference)</li> <li>• Fractions</li> <li>• Measures: Length and mass</li> <li>• Numbers 50 to 100 and beyond</li> <li>• Addition and subtraction (applying strategies and structures)</li> <li>• Money</li> <li>• Multiplication and division</li> <li>• Measures: Capacity and volume</li> </ul>
<p><b>Languages</b></p>	<p><b>Spanish</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> and respond to spoken and written language.</li> <li>• <b>To experience</b> speaking with increasing confidence and fluency and finding ways of communicating what they want to say, including through discussion and asking questions.</li> <li>• <b>To develop</b> accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have an early introduction to Spanish through songs, games and stories.</li> <li>• A multisensory, kinaesthetic approach is used to teach basic vocabulary and syntactical structures. Special emphasis is placed upon speaking and listening activities.</li> <li>• This provides a foundation for future language learning in KS2 and helps pupils to develop an awareness of language and intercultural understanding.</li> </ul>
<p><b>Humanities</b></p>	<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> their place in the world, starting from their local environment and to understand basic subject-specific vocabulary relating to human and physical geography.</li> </ul>	<p><b>Life in the City:</b> Children will learn about some human and physical features of cities and explore some of the different landmarks in Edinburgh and Cape Town. Children will have</p>



		<ul style="list-style-type: none"> <li>• <b>To experience</b> using first-hand observation, to enhance their locational awareness.</li> <li>• <b>To develop</b> a sense of place through developing knowledge about the world, the United Kingdom and their locality.</li> </ul>	<p>opportunities to compare cities and discover landmarks and coastlines.</p> <p><b>Four Seasons:</b> Children will find out which months of the year belong to which season. They will learn what the weather is like in each season and what this means for animals, people and the landscape.</p> <p><b>Around the world:</b> Children will study a country on each of the seven continents and explore their features, people and landmarks. Children will learn where the seven continents are on a map and learn more about each one.</p>
	<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• <b>To experience</b> a high-quality history curriculum which inspires pupils' curiosity to know more about the past.</li> <li>• <b>To develop</b> an understanding of key features of events through asking and answering questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<p><b>Guy Fawkes and Bonfire Night:</b> Children will learn about Bonfire Night. They will learn why it is celebrated, who Guy Fawkes was, and why people living in England did not like King James I.</p> <p><b>Toys in the Past:</b> Children will explore the history of toys, consider and discuss their favourite toys. The children will then go on to look at what toys were like in the past and how they are different to toys today.</p> <p><b>Castles:</b> Children will learn about the history of the Normans. They will learn about medieval castles, their structures, where they are built and who lived in them.</p>
	<p><b>RS</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Myself.</li> <li>• Celebrations including Harvest, Hanukkah and Christmas.</li> <li>• Stories; Jewish, Christian and Muslim.</li> <li>• Special people in Judaism, Christianity and Islam.</li> <li>• Belonging; family, school, my country, my world.</li> <li>• Beliefs; What do my family believe? What do I believe? What do other people believe?</li> </ul>



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Games & Competitions	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• Through PE lessons – children are introduced to competitive sports (Netball, hockey, rugby, football, tennis, rounders, cricket, athletics)</li> <li>• Sports’ Day</li> <li>• Through clubs such as tennis, futsal, football and dance.</li> </ul>
Artistic Expression	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li> <li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li> <li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Art/DT and music lessons</li> <li>• Class assemblies</li> <li>• Visits to local art galleries such as Sudley Hall.</li> </ul>
Spiritual Formation	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children attend assemblies led by the college chaplain with a Christian theme. Children visit a local place of worship eg Synagogue, Greek Orthodox Church. They also attend services in the chapel once a term- Harvest, Christmas and Easter</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Being in my world</li> <li>• Celebrating differences</li> </ul>



	<ul style="list-style-type: none"><li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li><li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>• Dreams and Goals</li><li>• Healthy Me</li><li>• Relationships</li><li>• Changing me</li></ul> <p>We additionally teach PSHE lessons that are responsive to the needs of the children in the class during the year. This can include topics like bullying as we feel it is important to address these issues in a timely manner.</p> <p>Assemblies are based around these themes or relevant PSHE issues as they arise e.g. Safer Internet Day</p>
<p>Careers &amp; STEM</p>	<ul style="list-style-type: none"><li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li><li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li><li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li><li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li><li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li></ul>	<ul style="list-style-type: none"><li>• Architecture talk</li><li>• Computer App design talk</li><li>• Fireman talk</li><li>• Videography workshop</li><li>• Career talk from an Author</li></ul>



<b>Charity &amp; Service</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li><li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li><li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li><li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li></ul>	<ul style="list-style-type: none"><li>• Pupils take an active part in learning about a variety of charities throughout the year. This includes activities within the classroom and during assembly. They attend assemblies, some of which are based on these charities, sometimes with a guest speaker.</li><li>• Pupils are encouraged to contribute to the following charities: Jeans for Genes, Harvest- Foodbank, Radio City- Toy Appeal- Christmas</li><li>• One main Charity (local) chosen each year linked to a specific issue or a children’s charity-eg NSPCC, Alder Hey, Women’s Hospital</li></ul>
<b>Leadership Education</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li><li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li><li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li></ul>	<ul style="list-style-type: none"><li>• Children are given responsibilities within class eg line leader. They go on messages around the school.</li><li>• They develop confidence taking part in class assemblies and Sports Day.</li></ul>