



Year 1 Curriculum Overview

@ACE

THE ACE Curriculum 2020

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our three Christian values at its heart. **This document will only give you a “taster” of what we are covering and we would encourage those who want to find out more about the ACE curriculum to ask at school.**

It is bespoke to the needs of the pupils at Arundel Church of England Primary School (ACE), not only by focussing on appropriate subject specific conceptual and factual knowledge, skills and understanding as set out in the National Curriculum, but also by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility, and the emergence of encouraging children to see beyond their own horizon. Plato describes seeing beyond the horizon in his allegory of the cave (Republic, 514a – 519c).

At ACE our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing learning experiences and raising awareness, from the local area to national and global arenas. We use **our local area** to drive hands-on learning and allow the pupils **to make connections between the local and national environments**, developing knowledge and applications of key concepts. Thus, we develop outward looking pupils who are able to engage in learning about themselves, their European and global neighbours and develop an understanding of the wider world and its complex cultures.

Ultimately our curriculum intention is to:



- Develop head and body: What we learn
- Develop heart and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Curriculum Implementation:

Through excellent 'quality first' teaching of knowledge, skills and vocabulary across core and foundation subjects, all children are challenged to be inquisitive, compassionate, courageous and creative learners. Opportunities are planned to influence their own learning through age appropriate and progressive themes and topics. Inter-disciplinary work enables the teaching of concepts and skills in one or more disciplines (subjects).

Effective learning characteristics include resilience, ambition, reflection and imagination. These characteristics will drive teaching and learning at our school developing the dynamic spiral curriculum.

ACE Spiral Curriculum

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children and at ACE we believe that is the case.

Key features of our ACE spiral curriculum based on Bruner's work are: (1) The ACE Vision Statement and its associated value, a theme visited several times throughout their school career at ACE; (2) The complexity of the topic or theme increasing with each revisit; and (3) The relationship between new learning and old learning through a key enquiry linked to previous work.

At ACE we believe the benefits ascribed to the ACE spiral curriculum are: (1) The information including the ACE Vision Statement reinforced and solidified each time the pupil revisits the subject matter; (2) Allowing a logical progression from simple ideas to complex ideas; and (3) Pupils being encouraged to apply the early knowledge to later learning experiences, as some of the seeds of learning are planted prior to pupils covering themes. Some of this knowledge is then reflected upon and considered in terms of cause and effect.

The ACE spiral approach to curriculum has three key principles that sum up the approach. The three principles are:



Cyclical: ACE pupils should return to the same topic several times throughout their school career at ACE;

Increasing Depth: Each time a pupil returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A pupil's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Subjects first (NOT TOPICS)

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will, when appropriate, be able to create cross-curricular coherence as the units can be taught in multiple orders.

Knowledge and Concepts organisation

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge and concepts; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. Teachers will make this explicit in their planning.

Knowledge selection

We are seeking to deliver a curriculum to children which can serve them well in the future and is based on their own experiences, including where they live, referring to the local history and our unique environment to enhance learning opportunities. Where there are opportunities to broaden, for example, diversity, we will do this through our links to other schools and other organisations.

Inclusive and ambitious

We want ACE to be able to support all children. Our units will be pitched so that children with different starting points can access them but with very high expectations for all (to a certain extent, 'ACE CHAPs' will be made redundant). Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all pupils can succeed. However, the aim of teaching is for all pupils to achieve and aspire, regardless of starting point.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be lectures, but will seek pupil involvement and be based on thematic enquiry. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction.



Motivation through learning

We recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate pupils through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Safety online		Modern Day Technologies.			Programming a device.
Creative Arts (Art, DT and Music*) *Oak Academy	Food and Structures in WW1. Exploring Pulse Finding and responding to the heartbeat of Music	Faces and Drawing people. Exploring the Voice Using the voice in different ways	Exploring Rhythm Understanding the relationship between rhythm and words	Pop Art Exploring Pitch <i>Recognising and responding to high and low sounds.</i>	Musical Opposites <i>Opposites in duration, tempo. Pitch and dynamics</i>	Mondrian and Matisse The Gruffalo <i>Creatively exploring sounds, within a given context</i>
English	Bridging Unit - Reception to Year 1 - Harry the Happy Mouse by N.G.K and Janelle Dimmett					



YEAR 1						
Reading Focus Texts		Writing to...			Poetry	
Beegu by Alexis Deacon The Little Red Hen & the Great War by Jennifer Beck Cops and Robbers by Alan & Janet Ahlberg Burglar Bill by Alan & Janet Ahlberg Nibbles the Book Monster by Emma Yarlett (alongside Little Red Riding Hood, Jack & the Beanstalk and Goldilocks and the Three Bears)		Inform: Write letters home from Beegu and from children to Beegu. Create signs and simple instructions for Beegu to help her understand Earth. Captain's logbook. Alien newspaper. How to catch a book monster. Recipes for WW1 food. Entertain: Retell traditional stories and Nibbles story. Write own traditional story. Retell the story from Officer Pugh's point of view. Retell Cops & Robbers story from the point of view of one of the robbers. Design a certificate / medal to give to Officer Pugh for such outstanding police work. Choose one of the robbers shown in the book (e.g. Grabber Dan, Grandma Swagg) and write a story about a crime they might have committed. Persuade: Wanted posters for robbers and Nibbles.			Cops and Robbers by Alan & Janet Ahlberg Burglar Bill by Alan & Janet Ahlberg Revolting Rhymes by Roald Dahl, linked to traditional tales.	
Humanities (Geography and History)	The late 20 th Century including Martin Luther King. My immediate location.		World War II and inspirational figures during this period including Winston Churchill Arundel and its key features.		Arundel and the surrounding area during World War II. The United Kingdom	



Mathematics		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
		Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation		
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		
MFL	The Hungry Caterpillar	Mr.Gumpy's Outing		Little Polar Bear		The Planets		The Rainbow Fish		Handa's Surprise			



Physical Education	Year 1		<p>Sending and Receiving</p> <p>Dance</p> <p>+</p>	<p>Fundamentals</p> <p>Fitness</p> <p>+</p>	<p>Ball Skills</p> <p>Yoga</p> <p>+</p>	<p>Gymnastics</p> <p>Net and Wall</p> <p>+</p>	<p>Invasion</p> <p>Team Building</p> <p>+</p>	<p>Athletics</p> <p>Striking and Fielding</p> <p>+</p>	
RE									
RHE and Citizenship (Global Education and Character Education)	<p>FAIRNESS How can we make others think about making the world a fairer place?</p> <p>Who Do You Help, Session A; Who Do You Help, Session B</p> <p>Many Hands Make Light Work, Learning About Cooperation Through Stories; Working Together to Achieve a Challenging Task</p> <p>Coming to School, Session A; Coming to School, Session B</p> <p>The Book of Kindness</p> <p>Virtue Shields</p>		<p>Cleanliness and Orderliness, Session A; Cleanliness and Orderliness, Session B</p> <p>Fair Shares for Others, Session A; Fair Shares for Others, Session B</p> <p>Practice Making a New Friend, Session A; Practice Making a New Friend, Session B</p> <p>Growing in the Community, Session A; Growing in the Community, Session B</p> <p>The Pencil of Patience; Patient Partners</p> <p>How Does the Ugly Duckling Feel?; Making the Ugly Duckling Feel Welcome</p>			<p>Courtesy at the Lunch table; hungry Tummy; Courtesy in the Playground</p> <p>Oops! I Made a Mistake!; Help Me To Forgive</p> <p>You Can Do It!; Reach for the Stars</p> <p>What is Anger; Controlling Our Feelings</p> <p>Thank You Cards; Writing Thank you Cards; Designing</p> <p>Not Stealing; Not Cheating</p> <p>Virtue Shields</p>			
Science	Seasonal change	Everyday materials				Plants		Animals including humans	