



**Bloxwich Academy**  
 'Be The Best You Can Be'

## Curriculum Framework Overview Year 1 (2023/24)

### Curriculum Drivers

**Culture** – growth mindset, high standards, aspirational

**Diversity** – celebrating the diversity of the community with strong PSHE and SMSC curriculums

**Environment** – independent learning, extensive vocabulary, incidental learning, developing cultural capital

Term	Autumn	Spring	Summer
<b>PSHE</b>	Being me in my World Celebrating Difference	Healthy Me Dreams & Goals	Relationships Changing Me
<b>School Values and Attributes</b>	Being the best you can be Law Abiding	Open Minded High Expectations We are a telling school	Independent Caring & Understanding Helpful & Respectful
<b>Employer encounters links to topic</b>	Doctor Nurse Builder Graphic Designer Historian Artist Dancer Gymnast	Author Zookeeper Mechanic Ecologist Vet Statistician Urban Planner Civil Engineer	Poet Farmer Chef Animator Town Planner Athlete Agricultural Scientist Dietician
<b>Diversity &amp; Inclusion</b>	Differences between individuals and types of families (PSHE) Jacob Lawrence (Black History Month) Marie M Daly (PE)	Nelson Mandela (Mandela Day and Landmarks in London) Understanding other cultures and religions (RE) Explore music from cultures other than our own (Music)	Black children's access to education in the 1800s in the UK compared to the USA (History) Tom Jenkins (the first Black teacher in the UK)

		Sports athlete visit (range of gender, race & disability)	Lubaina Himid, Jacob Lawrence and Robert S Duncanson (Art) Disability sports – Goalball and boccia
<b>Topic Titles</b>	<b>Childhood</b>	<b>Bright Lights, Big City</b>	<b>School Days</b>
<b>Writing</b>	<p>Narrative – re-telling (Goldilocks and the Three Bears)</p> <p>Shape Poem (Linked to Science unit – Body Parts)</p> <p>Character Description (The Jolly Postman)</p> <p>Letter (The Jolly Christmas Postman)</p>	<p>Information Poster (Linked to Geography unit – Bright Lights, Big City)</p> <p>Recount (Linked to RE unit – Visit to a Gurdwara)</p> <p>Narrative (Beegu)</p> <p>Instructions (Jack and the Beanstalk)</p>	<p>Non-chronological Report (Linked to our school – Bloxwich Academy Primary)</p> <p>Diary (Linked to History unit – School Days)</p> <p>Narrative (Lost and Found)</p> <p>Instructions (Linked to DT unit – Chop, Slice and Mash)</p>
<b>Reading</b> Whole Class Text	A Little Bit Brave Cops and Robbers	Billy and the Beast Six Dinner Sid	Hugless Douglas The Giant Jam Sandwich
<b>Mathematics</b>	<p><b>Place Value (within 10)</b> (sort objects, count objects, represent objects, numbers as words, count on from any number, 1 more, count backwards within 10, 1 less, compare groups by matching, fewer, more, same, less than, greater than, equal to, compare numbers, order objects and numbers, the number line)</p> <p><b>Addition and Subtraction (within 10)</b> (introduce parts and whole, part-whole model, write number sentences, addition facts, number bonds within 10, number bonds to 10, add together, add more, addition problems, find a part, the eight facts, take away/cross out, how many left, subtraction on a number line, add or subtract 1 or 2)</p> <p><b>Shape</b></p>	<p><b>Place Value (within 20)</b> (count within 20, understand numbers between 10 and 20, 1 more and 1 less, the number line to 20, use the number line to 20, estimate on a number line, compare numbers to 20, order numbers to 20)</p> <p><b>Addition and Subtraction (within 20)</b> (add by counting on within 20, add ones using number bonds, find and make number bonds to 20, doubles, near doubles, subtract ones using number bonds, counting back, finding the difference, related facts)</p> <p><b>Place Value (within 50)</b> (count from 20 to 50, 20, 30, 40, 50, count by making groups of tens, groups of tens and ones, partition into tens and ones, the number line to 50, estimate on a number line to 50, 1 more, 1 less)</p>	<p><b>Multiplication and Division</b> (count in 2s, 10s and 5s, recognise equal groups, add equal groups, make arrays, make doubles, make equal groups, grouping, sharing)</p> <p><b>Fractions</b> (recognise half of an object or shape, find half of an object or shape, recognise a half of a quantity, find a half of a quantity, recognise a quarter of an object or a shape, find a quarter of an object or shape, recognise a quarter of a quantity, find a quarter of a quantity)</p> <p><b>Position and Direction</b> (describe turns, describe position, left or right, forwards and backwards, above and below, ordinal numbers)</p> <p><b>Place Value (within 100)</b></p>

	(recognise and name 3-D shapes, sort 3-D shapes, recognise and name 2-D shapes, name 2-D shapes, patterns with 2-D and 3-D shapes)	<p><b>Length and Height</b> (compare lengths and heights, measure length using objects, measure length in centimetres)</p> <p><b>Mass and Volume</b> (heavier and lighter, measure mass, compare mass, full and empty, compare volume, measure capacity, compare capacity)</p>		<p>(count from 50 to 100, tens to 100, partition into tens and ones, the number line to 100, 1 more, 1 less, compare numbers with the same amount of tens, compare any two numbers)</p> <p><b>Money</b> (unitising, recognise coins, recognise notes, count in coins)</p> <p><b>Time</b> (before and after, days of the week, months of the year, hours, minutes and seconds, tell the time to the hour, tell the time to the half hour)</p>		
<b>Science</b>	<p><b>The Human Body</b> (name and identify parts of the human body, draw and label parts of the human body, sight, sound, taste, touch, smell)</p> <p><b>Seasonal Changes - Autumn</b> (changes in autumn, collect and record data)</p> <p><b>Materials</b> (explore materials, wood, plastic, glass, metal, rock, objects and materials, melt and freeze, float or sink, does it absorb water, investigate materials)</p> <p><b>Seasonal Changes - Winter</b> (changes in winter, collect and record data)</p>	<p><b>Animals</b> (mammals, birds, fish, amphibians, reptiles, compare and group animals, carnivores, herbivores, omnivores)</p> <p><b>Caring for the Planet</b> (Why is it important to care for our planet? How can we care for our planet?)</p> <p><b>Seasonal Changes - Spring</b> (changes in spring, collect and record data)</p>		<p><b>Plants</b> (plant parts, tree parts, wildflowers and garden plants, plants in my local area, deciduous trees, evergreen trees, trees in my local area)</p> <p><b>Growing and Cooking</b> (Where does my food come from? What have I planted and grown this year? Can I cook with what I have grown?)</p> <p><b>Seasonal Changes - Summer</b> (changes in summer, collect and record data)</p>		
<b>Computing</b>	<p><b>Computing Systems and Networks</b> <i>Technology Around Us</i></p>	<p><b>Creating Media</b> <i>Digital Painting</i></p>	<p><b>Programming</b> <i>Moving a Robot</i></p>	<p><b>Data and Information</b> <i>Grouping Data</i></p>	<p><b>Creating Media</b> <i>Digital Writing</i></p>	<p><b>Programming</b> <i>Programming Animations</i></p>
<b>History / Geography</b>	<p><b>Childhood</b> (stages of human life, timelines, important events, family trees, how long ago were the 1950s, everyday life in the 1950s, childhood in the 1950s, Elizabeth II's coronation, changes over time, childhood past and present)</p> <p><b>Our Wonderful World</b> (what is geography, maps, location, directional language, continents and oceans, hot and cold places, four countries of the UK, different types of settlement,</p>		<p><b>Bright Lights, Big City</b> (the United Kingdom, physical features of the UK, what is a city, human features in locality, weather in the UK, this is London, London landmarks, drawing from memory, a landmark's story, London's burning, giving directions, tourism, comparing capital cities)</p>		<p><b>School Days</b> (our school's history, important events, our school fieldwork, our locality, litter, special people in school, the Victorian era, Victorian schools, a day in a Victorian school, Victorian classroom artefacts, Victorian lessons, Samuel Wilderspin, what was our community like in Victorian times?)</p>	

	aerial photographs, woodlands, hedgerows and meadows)		
<b>Art &amp; Design / Design and Technology</b>	<p><b>Mix It</b> (let's mix, the colour wheel, same or different, colour carousel, primary and secondary colours)</p> <p><b>Funny Faces and Fabulous Features</b> (exploring portraits, funny faces, cut, stick and join, exploring portraiture)</p> <p><b>Shade and Shelter</b> (investigating shelters, properties of materials, designing shelters, building prototype shelters)</p>	<p><b>Taxi</b> (investigating wheels, axles and chassis, experimenting, exploring axles, designing taxis, making taxis, vehicle movement)</p> <p><b>Rain and Sunrays</b> (weather symbols, exploring line and shape, exploring texture, exploring collagraphy, printing, creating a motif)</p>	<p><b>Streetview</b> (exploring street views, similar or different, James Rizzi, exploring colour, exploring form, 3-D murals)</p> <p><b>Chop, Slice and Mash</b> (investigating sources of food, preparing fruits and vegetables, exploring salads, peeling, tearing, slicing, chopping, mashing and grating, developing a supermarket sandwich)</p>
<b>Religious Education</b>	<p><b>How do we Say Thank You for Earth?</b> (big questions about the world around us, the feeling of creating something that I am really proud of, Christian and Jewish stories about the beginning of the Earth, God making the world, where did the Earth come from, how do Jewish people and Christians say thank you to God, Sikh festival of Vaisakhi)</p> <p><b>What Can we Learn from stories and prayers of Jesus?</b> (who is a powerful person, what is the Lord's prayer, what does the Lord's prayer mean, did Jesus find power through prayer, what did Jesus do with his powers)</p>	<p><b>Beginning to Learn from Sikhs</b> (what objects are special for Sikh people, what stories do Sikh people love to remember, the story of Dinni Chand and the needle, why is there a kitchen in a Sikh holy building, Sikh values)</p>	<p><b>How do we Celebrate Special Times?</b> (What special times do we celebrate? How do you celebrate a special time? What is a birthday special? What happens at a Christian baptism or christening? What other celebrations to people have? How do Muslims and Sikhs welcome a new baby?)</p>
<b>Physical Education</b>	<p><b>Orienteering</b> (develop simple map skills, following instructions closely, follow simple maps of school grounds, match symbols to pictures)</p> <p><b>Gymnastics</b> (develop fundamental movement skills, learn a variety of balances focusing on correct posture; pointed toes and arm extension, develop a range of jumps including tuck and half twist jumps, develop different ways to travel, high and low, fast and slow)</p> <p><b>Dance</b></p>	<p><b>Gymnastics</b> (continue to practise and develop fundamental movement skills including tuck, straddle, stretch, star and half twist jumps, learn a variety of individual balances on different body parts including arabesque)</p> <p><b>Invasion Games 1</b> (practise fundamental skills through invasion games, develop passing, both sending and receiving, learn how to throw, catch and kick a ball correctly, dribble a ball and develop an awareness of space)</p> <p><b>Tennis / Pickleball</b> (learn the correct grip and how to drop / bounce the ball on the ground and hit it, how to push a ball across</p>	<p><b>Athletics</b> (develop speed, endurance and ability to change direction, children will practise running jumps and using their arms to generate movement, develop standing throws using push, overarm throw and sling techniques)</p> <p><b>Sports Day</b> (practise skills needed for sports day events, standing long jump, target throw, speed bounce, javelin, egg and spoon race, obstacle course race, running race and jumping race)</p> <p><b>Multi-skills</b> (develop knowledge of more alternative sports and practise the skills required for each activity – tri-golf,</p>

	<p>(learn the names and simple definitions of the 6 dance actions, turn, fall, jump, gesture, freeze, accurately copy the 6 dance actions)</p> <p><b>Fitness</b></p> <p>(develop fundamental skills of coordination, endurance, balance and agility, jogging on the spot, 2-footed jumps, learn about the heart and what happens to heart rates when we exercise)</p>	<p>the floor with a racket, how to hit and return the ball when a partner hits it towards them)</p> <p><b>Invasion Games 2</b></p> <p>(continue practising fundamental skills through a variety of invasion games, develop passing both sending and receiving with a partner, develop the ability to dodge and get away from a defender)</p>	<p>lacrosse, frisbee, dodgeball, goalball, boccia and handball)</p> <p><b>Striking &amp; Fielding</b></p> <p>(practice striking and fielding skills playing games similar to rounders and cricket, practise throwing overarm, underarm and catching using cupped hands, develop batting skills including correct grip and posture, learn rules to simple games)</p>
<b>Music</b>	<p><b>Hey You!</b> (Old-school Hip Hop)</p> <p><b>Rhythm in the Way</b> (Joanna Mangona)</p>	<p><b>In The Groove</b> (Joanna Mangona)</p> <p><b>Round and Round</b> (Bossa Nova Latin Style)</p>	<p><b>Your Imagination</b> (Joanna Mangona)</p> <p><b>Reflect, Rewind and Replay</b> (Consolidation)</p>
<b>Cultural Capital Experience</b>	<p><b>Toys from the past</b> (explore toys that children in the 1950s would have had and compare them to their own toys)</p> <p><b>Cinema</b> (The Smeds &amp; Smoos and Superworm at Wolverhampton Bentley Bridge Cineworld)</p>	<p><b>Great Fire of London workshop</b> (interact with the story of one of our capital city's most significant historical events)</p> <p><b>Geography trip</b> (explore the outdoors and consolidate / build on Geography knowledge)</p> <p><b>Visit a Gurdwara</b> (learn about another culture's place of worship and develop tolerance and respect for people with different views and beliefs to our own)</p> <p><b>Sports for Champions</b> (GB athlete visit and sponsored event))</p>	<p><b>Victorian school experience</b> (experience what a day as a Victorian school child was like, consolidating and building on History knowledge)</p> <p><b>Going for a walk</b> (get some exercise exploring either Midsummer Hill or Arthur's Seat Hill looking after both physical and mental health, linking to PE, PSHE and Geography)</p>
<b>Cross Curricular Links</b>	<p>Writing – linked to Science unit (Body Parts)</p> <p>Art – linked to Computing unit (Digital Painting)</p> <p>Science – linked to PE unit (Fitness)</p>	<p>Writing – linked to Geography unit (Bright Lights, Big City) and RE unit (Beginning to Learn about Sikhs)</p> <p>Maths – linked to Computing unit (Data and Information)</p>	<p>Writing – linked to History unit (School Days), D&amp;T unit (Chop, Slice and Mash) and Computing unit (Digital Writing)</p> <p>D&amp;T – linked to Science unit (Growing and Cooking)</p>

	History – linked to PSHE units (Being me in my World and Celebrating Difference) PE – linked to Science (Bones & muscles)	D&T – linked to Geography unit (Bright Lights, Big City)  PSHE – linked to PE units  PE – linked to Maths (keeping score)	
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