



'Our place in time'

The lessons I learn now, from the people in the past, will inspire me to be someone extraordinary in the future.



 DELTA
The Vale Primary
Year 1 Cycle A

‘Our place in time’

The lessons I learn now, from the people in the past, will inspire me to be someone extraordinary in the future

A leader, an astronaut, a civil rights activist, an explorer, a mathematician, an architect, an artist, a politician, a teacher, a doctor, a scientist, a conservationist, a CEO.

At The Vale Primary Academy, we are committed to providing a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their lives.

Our curriculum is underpinned by our values of:

- Respect
- Excellence
- Compassion
- Aspire
- Pride

Core Learning

Core learning is integral to the expectation of excellence that runs throughout our curriculum, ensuring that we demonstrate high standards to the children, and that they have high expectations of themselves. There is an emphasis on reading and writing throughout our curriculum, with phonics, maths, science and RE being taught discretely, making cross-curricular links where appropriate. We ensure the effectiveness, and demonstrate impact of our core learning, through rigorous assessment model.

Each **Inquiry** is led by a **Guiding Question**, underpinned by **key questions**, which are used to give children the opportunity to use critical thinking skills while working towards their **written outcome** and **celebration** to answer the question. **Hooks** are used to launch each guiding question and **celebrations** are used to conclude each. **Anchor texts** are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practice and refine the skills they have been taught across a range of contexts. The skills, knowledge and conceptual understanding taught in each **Inquiry**, build over time and are supportive of each other. The progression of this **Core Learning** is systematically planned across the school from EYFS to Year 6 to ensure that children can make the links across year groups and subjects. To assist with this, staff and children use inquiry-specific **Knowledge Organisers** to outline the content expectations and vocabulary progression. The use of iterative and interleaving assessment ensures knowledge retention over time, culminating in children being able to make links and draw on knowledge to articulate what they have learnt.

Children at The Vale Academy, leave school with the skills to support them with lifelong learning to ensure they can access wider opportunities in their future lives. Our goal is for them to be employable members of the community, who will make valuable contributions to society. Our children will be challenged, in an environment where they feel safe, and where any mistakes are viewed as part of their learning journey to build resilience and grit.

The Golden Thread

The Golden Thread are delivered through other curriculum areas this allows teachers to incorporate many aspects of SMSC into their teaching. These questions provide opportunities for children and their teachers to discuss aspects of SMSC such as different cultures and beliefs within the community, modern British Values, the world we live in and identifying right and wrong. Most importantly, it gives the children of The Vale an opportunity to be responsible, independent, and invested citizens in the world that they will grow up in.

Service beyond ourselves

Our curriculum encompasses fieldwork with the expectation that our children will work within, and be, active members of the community. This is embraced and encouraged by members of our governing body, who work with our staff to plan community projects. Our **celebrations** and **end outcomes** are designed to work with, and support the wider community, including fund raising and working with local projects and businesses. In doing this, we are creating future global citizens, who will be equipped for the challenges and opportunities of life, in a fast-changing and interdependent world.

Members of Parliament/Councillors and the power and responsibility they have

Equality and Diversity/Activism/Standing up for minority groups

Raising Money for Local, national and International Charities.

Conservation of habitats in the local and wider community

Entrepreneurship and the importance of fiscal responsibility

'Our place in time'

| SUBJECT AREA | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------------------|--|---|--|--|---|----------|
| INQUIRY QUESTION | What makes leaders great? | Can one person make a big difference? | Why are our communities significant? | How are we designed to survive? | How does the unknown inspire us? | |
| INQUIRY DRIVER | History | History | Geography | Science | Design and Technology | |
| SCHOOL VALUE | Respect | Pride | Compassion | Excellence | Aspirations | |
| FIELDWORK | | | UK, Europe and Wider World Focus | Cannon Hall Farm | | |
| CASE STUDIES | Queen Victoria and Queen Elizabeth I | Ghandi and Rosa Parks | Barnsley and UK | Animals, including humans | Neil Armstrong and Christopher Columbus | |
| LIFE SKILLS | Democracy | Public Speaking | Map reading | Empathy/ Critical thinking | Financing/ Budgeting | |
| SERVICE BEYOND TVPA | MPs/Councillors and the power/responsibility they have. | Equality and Diversity/Activism/Standing up for minority groups. | Raising Money for Charity – Local, national and International Charities. | Conservation of habitats in the local and wider community | Enterprise | |
| PRIOR LEARNING | Events happened in the past, before I was born. There are people called Kings and Queens. We live in a place called England. There have been changes in England over time. Pictures can be drawn or painted of people. | That leaders of countries make decisions. People follow religions and have beliefs. There are other countries in the world. Not everybody thinks the same things are fair. | We live in a place called Barnsley, which is a town in England. That London is the capital city of England. The names of some different types of weather. There are four seasons. There are other places in the World. | Animals are living things. That animals, including humans, have babies. That animals live in different places. The lifecycle of a butterfly and a frog. The names of some mini beasts. Some differences between animals. How some animals change over time. The names of some human body parts. | That there are other countries and communities in the world. That people can travel by boat to different places in the world. That people can fly to other places by aeroplane. That we live on Earth. That the Moon is in space. | |

'Our place in time'

| | | | | | |
|--|--|--|---|--|--|
| <p>WHERE DOES THIS LEARNING FIT IN?</p> | <p>In Inquiry 1, When looking at great historical leaders it is important to look at the time they ruled, the subjects of which they ruled over, the important events during their life and the key decisions they made that shaped theirs and others lives. Linking ideas in Cycle B we will be able to see similarities between different leaders that ruled in different parts of the world and at different times in history? And what lessons can we see being learnt by today's leaders, from the past? All this gives us an invaluable insight into how we could be a leader and how democracy and respect play invaluable roles in the world we live in.</p> | <p>Moving on from Inquiry 1, we will look at how the decisions that are made by world leaders affect the lives of their citizens. In this Inquiry we will look at the responses of those citizens, the actions that have had the most progress towards equality and the lasting figures and symbols that we still debate today. We will investigate how giving groups of people a 'voice' can inspire other people to follow causes and movements for societal change. Can peaceful and non-peaceful protests contribute to changes in society? What challenges have individuals faced and overcome in order to make a difference? Looking at society, and what we believe in, will empower us to learn from the past to stand up for ourselves, and others in the future.</p> | <p>When we look around our world communities, we often think about the physical features, buildings, statues and other monuments that commemorate and represent the past whilst also looking forward towards the future. It is important, as in Inquiry 2, to widen our viewpoint of the world not only from a belief standpoint but from a travel and knowledge perspective. Knowing about our world and where our own communities sit within it, is an important step to understand our own significance and identity whilst also respecting others. Can the geography of a location tell a narrative about its history and how does the human footprint affect the landscape we see?</p> | <p>Laying foundations for Cycle B, we explore living things around the world including Humans. We will learn about habitats and the adaptations living things make to survive in their environments. This will develop further when looking at the advancements in medical science, vaccinations against illness and disease and how the future looks for ever growing world population. How are we as humans similar to that of the animal kingdom and how do our lifestyles impact on our survival? In Inquiry 2 we learnt about how we as a society adapt and survive whilst in this Inquiry we will gain valuable knowledge about our biological adaptations to adapt and survive.</p> | <p>Bringing together the whole of Cycle A, we learn about the risks people have taken to advance the human species, as we know it. Historical figures and explorers risked their lives to learn more about the unknown worlds on and off our planet so that we today can thrive in a forward-facing world. From Inquiry 4, we continue to look at the scientific advancements and ask 'How does the world work?' while studying the founding fathers of physics. We look further afield beyond our own planet and establish an understanding of the true nature of space exploration and the importance this has had on technology over the years.</p> |
| <p>ANCHOR TEXTS</p> | <p>The Queen's Knickers by Nicholas Allen</p> <p>The Queen's hat by Steve Antony</p> <p>The Lion Inside by Rachel Bright</p> <p>Queen Victoria's Bathing machine by Gloria Wheelan</p> | <p>Little people, big dreams series – Mahatma Ghandi & Rosa Parks</p> <p>The Velveteen Rabbit by Margery Williams</p> | <p>The Boy and a Bear in a Boat by Dave Shelton</p> <p>The Pirates Next Door by Jonny Duddle</p> <p>The colour of home by Mary Hoffman</p> | <p>Animals of Farthing Wood by Colin Dann</p> <p>The Last Wolf by Mini Grey</p> <p>A collection of Rudyard Kipling's Just so stories</p> <p>A first book of Nature by Mark Heard (Art link)</p> | <p>The Skies above my eyes by Charlotte Guillain</p> <p>Journey by Aaron Becker</p> <p>Dare by Lorna Gutierrez</p> <p>Look up! By Nathan Bryon</p> |

'Our place in time'

| | | | | | | |
|----------------------------|---|--|--|---|---|--|
| HOOK CELEBRATION | The Queen's Tea Party Art Gallery Showcase | Visitors from different cultures. Visit a place of worship. | Fairburn Ings Fundraising for local charity. | Cannon Hall Farm Zoo Lab Visit | Flight simulator Space Race | |
| DELTA STRATEGY READ | Dogger | | Traction Man | | Tin Forest | |
| WRITING OUTCOMES | Fiction: The Three Little Pigs Story Pattern: defeat the monster Focus: Characterisation Fiction: Little Charlie Story pattern: Journey tale Focus: Scariness-vocabulary Non-Fiction: Persuasive advert Non-Fiction: Explanation | | Fiction: The Magic Porridge Pot Story Pattern: Finding a magical object Focus: Setting Fiction: Monkey See, Monkey Do Story Pattern: Meeting tale Focus: Openings and endings Non-Fiction: Instruction Non-Fiction: Recount in the form of a sorry letter | | Fiction: Kassim and the Hungry Fox Story pattern: Journey tale Focus: Description Fiction: The Three Bears Story Pattern: Cumulative finding tale Focus: Dialogue Non-Fiction: Information Non-Fiction: Discussion (trial of Goldilocks) | |
| EGPS | Fiction -capital letters -full stops -write simple sentences about a character -use 'and' to join ideas about a character. -explore vocabulary around a character -begin to use capital letters for names | Non-fiction -use a capital letter for 'I' -explore singular and plural words -use 'and' to combine sentences -use vocabulary specific to the text type. | Fiction -capital letters -full stops -write simple sentences about an object -use 'and' to join ideas -descriptive language (adjectives) -question marks -exclamation marks | Non-fiction -use a capital letter for 'I' -explore singular and plural words -use 'and' to combine sentences -use vocabulary specific to the text type. -imperative verbs -adverbials of time to sequence events | Fiction -capital letters including the pronoun 'I' -full stops -write simple sentences about an object -use 'and' to join ideas -descriptive language (adjectives) | Non-fiction -capital letter including days of the week and personal pronoun 'I' -full stops -capital letters -co-ordinating conjunction 'and' -bullet points |
| SPELLING SHED | List 1-7 | List 8-13 | List 14-20 | List 21-27 | List 28-32 List 33-40 | |
| ALAN PEAT SENTENCES | 2A Sentences | | BOYS sentences List Sentences | | BOYS sentences Similes | |

'Our place in time'

| | | | | | | |
|----------------------------------|---|--|---|--|---|--|
| MATHEMATICS | Number: Place Value (within 10) Number: Addition and Subtraction (within 10) | Geometry: Shape Number: Place Value (within 20) | Number: Addition and Subtraction (within 20) Number: Place Value (within 50) | Measurement: Length and Height Measurement: Weight and Volume | Number: Multiplication and Division Number: Fractions Geometry: Position and Direction | Number: Place Value (within 100) Measurement: Money Measurement: Time |
| SCIENCE | Seasonal changes | Seasonal changes | Seasonal changes Plants | Seasonal changes Animals, including humans | Seasonal changes Everyday materials | |
| PE | Real PE Personal | Real PE Social | Real PE Cognitive | Real PE Creative | Real PE Applying Physical | Real PE Health and Fitness |
| SMSC GOLDEN THREAD | What does it mean to be British? | Is Great Britain truly great? | Should Power reside in the few? | Do all actions have positive outcomes? | What is my role in addressing climate change? | How can I make the world a better place? |
| RSHE | Physical Health and Wellbeing | Feeling Safe | What do we put into and onto bodies? | Identity, society and equality Me and others | Feelings | Families and People Who Care for Me Caring Friendships Respectful Relationships |
| ART AND DESIGN TECHNOLOGY | Portraits Picasso | Activist Art Keith Haring | Landmarks (UK) Andy Warhol – pop art | Animal Sculptures Ai Weiwei | Construction A vehicle used for exploring | |
| RE | Looking at me, looking at you What makes us special? | | Caring for the world How can we keep the world special? | | Worship and festivals What happens in a place of worship? | |
| MUSIC | Charanga Hey You! Rhythm In The Way We Walk and Banana Rap | | Charanga In The Groove Round And Round | | Charanga Your Imagination Reflect, Rewind and Replay | |
| COMPUTING | We are treasure hunters | | We are digital artists | | We are publishers | |
| MFL (SPANISH) | Animals | | Shapes | | I Can | |