



## Curriculum Overview

### Year 1 Spring Term

Subject	Content
Religious Education	<p><b>Christmas</b></p> <ul style="list-style-type: none"><li>• know the story of the Annunciation and the message of Angel Gabriel</li><li>• gain a better understanding of the Christmas story including the Joseph's dream, the journey, the birth of Jesus and the visit of the Wise men</li><li>• explain some ways that Joseph cared for Mary</li><li>• be able to say why Jesus' birth is important for Christians today</li></ul> <p><b>Forgiveness</b></p> <ul style="list-style-type: none"><li>• know that there are times when we need to forgive and be forgiven</li><li>• know the Parable of the Prodigal son and the story of the sinful woman and understand what these stories teach me about God's forgiveness and the chances he gives us to change</li><li>• know we all make choices and there are consequences for every choice ((good and bad)</li><li>• know how to show forgiveness and of how to show we really am sorry when we have made a bad choice</li></ul> <p><b>Lent</b></p> <ul style="list-style-type: none"><li>• understand stories in the Bible that teach me how to behave more like Jesus each day</li><li>• know some things that Jesus said and can use those sayings in my life</li><li>• know Jesus gives us a chance to change and Lent is a special time for us to try to change</li></ul> <p><b>Holy Week</b></p> <ul style="list-style-type: none"><li>• know some of the main events that took place in Holy week and can explain some of the story for these events</li></ul>
English	<p><b>Phonics:</b> Phase 4 and 5 Letters and Sounds</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• decode unfamiliar words</li><li>• use different strategies to work out unfamiliar words</li></ul>

	<ul style="list-style-type: none"> <li>• reading for comprehension</li> </ul> <p><b>Writing:</b></p> <p><b>Stories with familiar settings</b></p> <ul style="list-style-type: none"> <li>• write what someone says in a speech bubble.</li> <li>• write in complete sentences with correct punctuation.</li> <li>• use a capital 'I' for the personal pronoun</li> <li>• sequence sentences to form short narratives</li> </ul> <p><b>Fantasy stories</b></p> <ul style="list-style-type: none"> <li>• use drama to investigate characters and events</li> <li>• develop story telling language and technique</li> <li>• write a list of adjectives to describe a character</li> <li>• use <i>and</i> or <i>but</i> to form compound sentences</li> </ul> <p><b>Information texts</b></p> <ul style="list-style-type: none"> <li>• sort books according to whether they are fiction/ non-fiction</li> <li>• understand how to find information in a non-fiction book</li> <li>• understand the difference between a label and a caption</li> <li>• identify questions and understand that they are demarcated with question marks</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• give clear oral instructions to a partner</li> <li>• extend a sentence using words like 'and' and 'because'</li> <li>• write in complete sentences</li> <li>• sequence sentences to make a narrative</li> </ul> <p><b>Pattern and rhyme</b></p> <ul style="list-style-type: none"> <li>• write new words and phrases to create a list poem</li> <li>• perform a poem to others</li> </ul> <p><b>Poems about nature</b></p> <ul style="list-style-type: none"> <li>• write questions, and punctuate using a question mark</li> <li>• read and understanding the structure of a haiku.</li> <li>• read and responding to haiku, giving reasons for preferences</li> <li>• contribute to a class haiku</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• write 'on the line'</li> <li>• letter 'size' – tall letters tall and small letters small</li> <li>• regular use of capital letters and full stops.</li> <li>• regularly write in sentences - a <u>minimum</u> of 4 sentences in each piece of work</li> <li>• all standard 1 punctuation correctly used</li> </ul>
<b>Mathematics</b>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> </ul>

	<ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Place Value (within 50)</b></p> <ul style="list-style-type: none"> <li>• count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>• count, read and write numbers to 50 in numerals</li> <li>• given a number, identify one more or one less</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• count in multiples of twos, fives and tens</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>• measure and begin to record lengths and heights</li> <li>• compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> </ul> <p><b>Weight and Volume</b></p> <ul style="list-style-type: none"> <li>• measure and begin to record mass/weight, capacity and volume</li> <li>• compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul>
<b>Biology</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and name common plants</li> <li>• recognise deciduous and evergreen trees</li> <li>• understand simple structures e.g. plant parts and functions</li> </ul>
<b>Computing</b>	<p><b>We are painters</b></p> <ul style="list-style-type: none"> <li>• use the web safely to find ideas for an illustration</li> <li>• select and use appropriate painting tools to create and change images on the computer</li> <li>• understand how this use of ICT differs from using paint and paper</li> <li>• create an illustration for a particular purpose</li> <li>• know how to save, retrieve and change their work</li> </ul>

	<ul style="list-style-type: none"> <li>• reflect on their work and act on feedback received</li> </ul> <p><b>We are collectors</b></p> <ul style="list-style-type: none"> <li>• find and use pictures on the web</li> <li>• know what to do if they encounter pictures that cause concern</li> <li>• group images on the basis of a binary (yes/no) question</li> <li>• organise images into more than two groups according to clear rules</li> <li>• sort (order) images according to some criteria</li> <li>• ask and answer binary (yes/no) questions about their images</li> </ul>
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**Creative Curriculum:**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.(See Creative Curriculum Two Year Cycle).

<p><b>YEAR A</b></p> <p><b>Spring : Leaders</b></p> <p><b>Main focus: History- Compare two famous artists: Pieter Bruegel the Elder and LS Lowry</b></p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between ways of life in different periods</li> <li>• find answers to some simple questions about the past from simple sources of information</li> <li>• describe some simple similarities and differences between artefacts</li> <li>• make comparisons between the lives and achievements of two famous people</li> <li>• ask and answer simple questions about the past</li> </ul> <p><b>Secondary focus: Geography – Weather Around the World</b></p> <ul style="list-style-type: none"> <li>• ask simple geographical questions e.g. What is it like live in this place?</li> <li>• make simple maps and plans e.g. pictorial place in a story</li> <li>• ask and answer relevant basic questions about the past name, describe and compare familiar places</li> </ul>	<p><b>YEAR B</b></p> <p><b>Spring : Water</b></p> <p><b>Main focus: Geography – Weather Around the World</b></p> <ul style="list-style-type: none"> <li>• ask simple geographical questions e.g. What is it like live in this place?</li> <li>• make simple maps and plans e.g. pictorial place in a story</li> <li>• describe seasonal weather changes</li> <li>• understand some differences in weather patterns around the world</li> <li>• know how clothing and activities change depending on weather conditions</li> </ul> <p><b>Secondary focus: History- Compare two famous artists Monet and Turner</b></p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between ways of life in different periods</li> <li>• find answers to some simple questions about the past from simple sources of information</li> </ul>
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<ul style="list-style-type: none"> <li>link their homes with other places in their local community</li> </ul>	<ul style="list-style-type: none"> <li>describe some simple similarities and differences between artefacts</li> <li>ask and answer relevant basic questions about the past</li> </ul>
<b>Physical Education</b>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>show an awareness of personal and general space</li> <li>move with some confidence, imagination and safety</li> <li>travel using 'caterpillar', 'monkey' &amp; 'crab' walk</li> <li>travel in 'crawling soldier' position</li> <li>discuss safety when using apparatus</li> </ul> <b>Net Games</b> <ul style="list-style-type: none"> <li>aim and strike an object wards a set target</li> <li>balance a ball on a racket with control</li> <li>recognise and begin to use space in games</li> <li>attempt to strike a ball over and beyond a target</li> <li>attempt to 'set' a ball in the air repetitively (volleyball)</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>begin to describe how needs are different from wants</li> <li>identify and names some feelings and expresses some of their own positive qualities</li> <li>begin to share their views and opinions (for example talking about fairness)</li> <li>set themselves simple goals (for example sharing toys)</li> <li>describe some of the groups and communities they belong to and recognises that people in their communities are different</li> </ul>