



Curriculum Overview

Year 1 Spring Term



Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none">• know the story of the Annunciation and the message of Angel Gabriel• 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• explain some ways that Joseph cared for Mary• be able to say why Jesus' birth is important for Christians today <p>Forgiveness</p> <ul style="list-style-type: none">• know that there are times when we need to forgive and be forgiven• 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• know we all make choices and there are consequences for every choice ((good and bad)• know how to show forgiveness and of how to show we really am sorry when we have made a bad choice <p>Lent</p> <ul style="list-style-type: none">• understand stories in the Bible that teach me how to behave more like Jesus each day• know some things that Jesus said and can use those sayings in my life• know Jesus gives us a chance to change and Lent is a special time for us to try to change <p>Holy Week</p> <ul style="list-style-type: none">• know some of the main events that took place in Holy week and can explain some of the story for these events

<p>RSE</p>	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • The children will explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
<p>English</p>	<p>Phonics: Phase 4 and 5 Letters and Sounds</p> <p>Reading:</p> <ul style="list-style-type: none"> • decode unfamiliar words • use different strategies to work out unfamiliar words • reading for comprehension <p>Writing:</p> <p>Stories with familiar settings</p> <ul style="list-style-type: none"> • write what someone says in a speech bubble. • write in complete sentences with correct punctuation. • use a capital 'I' for the personal pronoun • sequence sentences to form short narratives <p>Fantasy stories</p> <ul style="list-style-type: none"> • use drama to investigate characters and events • develop story telling language and technique • write a list of adjectives to describe a character • use <i>and</i> or <i>but</i> to form compound sentences <p>Information texts</p> <ul style="list-style-type: none"> • sort books according to whether they are fiction/ non-fiction • understand how to find information in a non-fiction book • understand the difference between a label and a caption • identify questions and understand that they are demarcated with question marks <p>Instructions</p> <ul style="list-style-type: none"> • give clear oral instructions to a partner • extend a sentence using words like 'and' and 'because' • write in complete sentences • sequence sentences to make a narrative <p>Pattern and rhyme</p> <ul style="list-style-type: none"> • write new words and phrases to create a list poem • perform a poem to others <p>Poems about nature</p> <ul style="list-style-type: none"> • write questions, and punctuate using a question mark • read and understanding the structure of a haiku.

	<ul style="list-style-type: none"> • read and responding to haiku, giving reasons for preferences • contribute to a class haiku <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • write 'on the line' • letter 'size' – tall letters tall and small letters small • regular use of capital letters and full stops. • regularly write in sentences - a <u>minimum</u> of 4 sentences in each piece of work • all standard 1 punctuation correctly used
<p>Mathematics</p>	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 20 • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including zero • solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Place Value (within 50)</p> <ul style="list-style-type: none"> • count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • count, read and write numbers to 50 in numerals • given a number, identify one more or one less • 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 • count in multiples of twos, fives and tens <p>Length and Height</p> <ul style="list-style-type: none"> • measure and begin to record lengths and heights • compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) <p>Weight and Volume</p> <ul style="list-style-type: none"> • measure and begin to record mass/weight, capacity and volume • 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]

<p>Biology</p>	<p>Animals and humans</p> <ul style="list-style-type: none"> • identify and name-including amphibian, reptile, vertebrate, invertebrate • name: carnivores, omnivores, herbivores • identify and name body parts
<p>Computing</p>	<p>Unit 4 – Lego Builders Lesson</p> <p>Following Instructions</p> <ul style="list-style-type: none"> • Children know that to achieve the effect they want when building something, they need to follow accurate instructions. • Children know that by following the instructions correctly, they will get the correct result. • Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. <p>Following and Creating Simple Instructions on the Computer.</p> <ul style="list-style-type: none"> • Children can follow instructions in a computer program. • Children can explain the effect of carrying out a task with no instructions. • Children know that computers need precise instructions to follow. • Children know that an algorithm written for a computer to follow is called a program. <p>To consider how the order of instructions affects the result.</p> <ul style="list-style-type: none"> • Children understand how the order in which the steps of a recipe are presented affects the outcome. • Children can organise instructions for a simple recipe. • Children know that correcting errors in an algorithm or program is called ‘debugging’. <p>Unit 5: Maze Explorers</p> <p>Challenges 1 and 2</p> <ul style="list-style-type: none"> • Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. • Children know how to add a unit of measurement to the direction in 2Go Challenge 2. • Children know how to undo their last move. • Children know how to move their character back to the starting point. <p>Challenges 3 and 4</p> <ul style="list-style-type: none"> • Children can use diagonal direction keys to move the characters in the right direction. • Children know how to create a simple algorithm. • Children know how to debug their algorithm. <p>Challenges 5 and 6</p>

- Children can use the additional direction keys to create a new algorithm.
- Children can challenge themselves by using the longer algorithm to complete challenges.

Setting More Challenges

- Children can change the background images in their chosen challenge and save their new challenge.
- Children have tried each other's challenges.

Unit 6: Animated Story Books Lesson

Drawing and Creating

- Children know the difference between a traditional book and an e-book.
- Children can use the different drawing tools to create a picture on the page.
- Children can add text to a page.

Animation

- Children can open previously saved work.
- Children can add an animation to a page.
- Children can play the pages created.
- Children can save changes and overwrite the file.
- Sounds and More!
- Children can add a sound to the page.
- Children can add voice recording to the page.
- Children can create music for a page.

Making a Story

- Children can add a background to the page.
- Children can use the additional drawing tools on My Story mode.
- Children can change the font style and size.

Copy and Paste

- Children can use the copy and paste function to add more pages to their animated e-book.

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).

YEAR A

Spring : Leaders

Main focus: History- Compare two famous artists: Pieter Bruegel the Elder and LS Lowry

- identify some similarities and differences between ways of life in different periods
- find answers to some simple questions about the past from simple sources of information
- describe some simple similarities and differences between artefacts
- make comparisons between the lives and achievements of two famous people
- ask and answer simple questions about the past

Secondary focus: Geography – Weather Around the World

- ask simple geographical questions e.g. What is it like live in this place?
- make simple maps and plans e.g. pictorial place in a story
- ask and answer relevant basic questions about the past name, describe and compare familiar places
- link their homes with other places in their local community

YEAR B

Spring : Water

Main focus: Geography – Weather Around the World

- ask simple geographical questions e.g. What is it like live in this place?
- make simple maps and plans e.g. pictorial place in a story
- describe seasonal weather changes
- understand some differences in weather patterns around the world
- know how clothing and activities change depending on weather conditions

Secondary focus: History- Compare two famous artists Monet and Turner

- identify some similarities and differences between ways of life in different periods
- find answers to some simple questions about the past from simple sources of information
- describe some simple similarities and differences between artefacts
- ask and answer relevant basic questions about the past

Physical Education

Invasion Games (Hockey)
Learning Outcomes:

- To move fluently, changing direction & speed easily.
- To use different movements, speeds & pathways.
- To recognise space in games.

	<ul style="list-style-type: none"> • To consolidate passing and receiving. • To describe and copy what others are doing. <p>Net and Wall Games</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To aim and strike an object towards a set target. • To balance a ball on a racket with control. • To recognise and begin to use space in games. • To attempt to strike a ball over and beyond a target. • To attempt to 'set' a ball in the air repetitively (Volleyball).
PSHE	<ul style="list-style-type: none"> • begin to describe how needs are different from wants • identify and names some feelings and expresses some of their own positive qualities • begin to share their views and opinions (for example talking about fairness) • set themselves simple goals (for example sharing toys) • describe some of the groups and communities they belong to and recognises that people in their communities are different