

Maths

Number: Addition and Subtraction

Subtraction – how many left by crossing out, introducing the subtraction symbol and finding a part by breaking a part.

Subtraction by counting back and by finding the difference.

Comparing addition and subtraction statements.

Number: Place Value (within 20)

Count forwards and backwards and write numbers to 20 in numerals and words,

Numbers from 11-20, tens and ones, count one more and one less, compare groups of objects, compare numbers, order groups of objects, order numbers.

PE:

Outdoor

Football

Throw with some accuracy and appropriate power.

Point arms in the direction you are passing (crocodile). – Play a game with a partner. Know that you need rules to take part in a game.

Indoor

Dance

Perform dances using simple movement patterns.

Match movements to music in dance (e.g. fast, slow).

Know more complex dance routines.

Games

I can participate in team games, developing simple tactics for attacking and defending.

I can find a safe space.

I can follow basic rules in a game.

I can develop an enjoyment of games, regardless of the outcome.

I can play a game with a partner.

Year 1 Curriculum Overview:

Spring 1 – Let tell a story...

PSHE

VALUE: Co-operation

Accept everyone is different, include others when working and playing, know how to help when someone is being bullied, trying to solve problems, using kind words, know how to give and receive compliments.

Science

Materials

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

I know and can name a variety of everyday materials around school including **wood, plastic, glass, metal, water, and rock.**

Describe the simple physical properties of a variety of everyday materials.

I can describe the simple physical properties of a variety of everyday materials. **Hard, soft, stretchy, bendy, smooth, rough.**

Music

Charanga – Rhythm & Pitch

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Play untuned instruments musically. (Tambourine, maracas, triangle, drum).

Begin to read and play simple notation and make simple compositions using these notes.

English – Reading

Phonics:

Reading focuses: Learn phase 5 sounds and alternative sounds. **o-e** (as in home), **a-e** (as in came), **e-e** (as in these), **au** (as in haunt), **al** (as in ball), **ey** (as in key), **are** (as in care)

Spelling focuses: Learn correct grapheme choices for CORE words where:

- /oi/ is spelled <oi> or <oy>
- /ur/ is spelled <ur> or <ir>
- /w/ is spelled <w> or <wh>
- /f/ is spelled <f>, <ff> or <ph>

Reading tricky words: Recap phase 3-5 tricky words.

Spelling tricky words: friend, liked, where, also, we're, call

Reading: Using phonics to understand familiar vocabulary.

Reading class novels, poetry, familiar stories and non-fiction.

Guided reading sessions focus on:

Developing and applying new phonic skills and understanding of the text. Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views. Listening to and enjoying a range of class novels, poetry and non-fiction texts.

Writing:

Non-fiction writing – Exploring what a non-fiction text/book is and identifying its features: Contents page, index, headings, and writing author fact files based on familiar authors such as: Julia Donaldson & Oliver Jeffers.

Fiction – Constructing basic sentences using phonics, finger spaces, full stops, capital letters, question marks & Exclamation marks.

Character descriptions based around Winnie the Pooh & Paddington Bear.

Grammar & Punctuation – Recap question marks and full stops. Introduce exclamation marks. Recap 's' suffix and introduce 'es'.

Speaking & Listening – 'Bringing books to life' Children will engage in a range of activities by discussion different books and articulating their ideas and thoughts around different texts.

Art and Design

Develop a wide range of art and design techniques in using shape, colour, pattern and texture.

Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work - Yves Klein Paul Klee Fiona Rae Andy Warhol (Pop Art Silk Screen Prints)

To print clear shapes with different objects-holding the object in one place and not smearing.

To make a rubbing with wax crayons.

To print a repeated patterns and pictures with objects.

Computing

What is technology? Identify the different purposes of technology.

To find out about and use a range of everyday technology.

Follow a set of simple instructions.

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - explore algorithms through the use of a blue-bot correctly.

Explore algorithms to instruct and move a blue-bot to different parts on a map.

Begin to de-bug simple algorithms.



RE:

Stories

To be aware that other people have different beliefs.

Use, observe and link artefacts, activities and stories to different festivals.

To retell important parts of stories from different religions such as Rama and Sita, The Story of Noah, David and Goliath, The wise and foolish builders, Muhammad and the sick women, Muhammad and the camel.

To compare similarities and differences between themselves and communities we have learnt about (e.g. our friends, children from the wider community).

Design Technology

Use the basic principles of a healthy and varied diet to prepare dishes.

Begin to make food products e.g. a healthy snack. I can use equipment such as a masher and a spoon.

Recognise the importance of washing hands and food hygiene when preparing food.

To understand and know that food is packaged in different ways to keep it clean and fresh.

History

Talk about how things have changed over time - explore how Children's books and illustrations have changed from the 1950's to present day.

Know about changes within their living memory.

Understand that life was different for people in the past. E.g. grandparents. Exploring stories, films and technology that grandparents used.

Winnie the Pooh day - Talk about the significant children's books have had on peoples experiences. Look at toys over time comparing Paddington/old bear toy boxes to soft toys now linking to technology used into today's society.

Geography

Know the 4 seasons and the most typical weather for each season in this country - creating calendars, learning walks around school looking for aspects of winter.

Know the features of a simple map - adding keys to simple maps.

Use world maps, atlases and globes to identify the UK and its 4 countries - identify areas of the UK that we know and that are associated with famous people and famous events.

Know the flags to represent the countries of the UK.