

## Maths

### Number: Addition and Subtraction

Subtraction - how many left by crossing out, symbol and finding a part by breaking a part.

Subtraction by counting back and by finding the difference.

Comparing addition and subtraction statements.

### Geometry: Shape

Recognise and name 2D & 3D shapes.

Sort 2D & 3D shapes.

Create patterns with 3D and 2D shapes.

### 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 - Can show control over an object in pushing, patting, throwing, catching or kicking it

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

Can respond to music through moving.

Perform dances using simple movement patterns.

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

Know more complex dance routines.

## Year 1 Curriculum Overview

### Spring 1 - Time Travellers

Statements in blue show learning that is based on our 'Recovery Curriculum' as a result of the coronavirus pandemic. Children will be taught, or have the opportunity to revisit, gaps in their skills and knowledge from the previous year group's curriculum.

## Science

- 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.**

## PSHE

### VALUE: Kindness

I understand that everyone is different.

I include other children when I play and use kind words and

I help others.

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.

## English

Phonics: Revise Phase 3 sounds and Phase 4 blends.

Teaching of Phase 5 sounds and tricky words.

Sounds explored through games, phoneme detectives, use of phoneme frames and comprehension associated with new vocabulary.

Reading: Using phonics to understand familiar vocabulary.

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

Guided reading sessions focussing 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:

Grammar, punctuation and spelling - Exploring a range of year 1 grammar and spelling rules. Plurals - Adding 's' to words.

What is a question? How to use question marks correctly.

Exploring the spelling of the phase 2-5 Tricky Words & some Y1 CEWs.

Non-fiction writing - Exploring what a non-fiction text/book is. Creating simple sentences about an old toy using capital letters, finger spaces, full stops and phonics. Creating a fact file about an old toy by answer key questions.

Fiction - Use phonic knowledge to write words in ways that match their spoken sounds. Reading the story 'Lost in the toy museum' and composing simple sentences. Sequencing and writing our own lost in the toy museum story.

Poetry - Reciting and performing a simple poem 'The toys playtime'. Identifying rhyming words/couplets.

## Art and Design

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

Develop a wide range of art and design techniques in using form and space.

Use sculpture to develop and share their ideas, experiences and imagination.

## Design Technology

Technical Knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable. I can use PVA glue, tape and templates. I can select from and use a range of tools and equipment to perform practical tasks - pulley toy.

Design purposeful, functional, appealing products for themselves and other users based on design criteria. I can represent what I am going to make by drawing, writing and labelling e.g. a rocket. - Design of a pulley toy based on set given criteria.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Know how to use and make a wind up mechanism with a simple pulley.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], I can make products by cutting out, gluing and joining things together. Evaluate their ideas and products against design criteria. Relate their finished product to initial design.

## Music

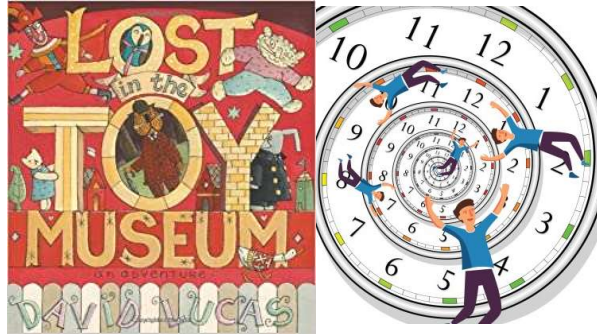
Charanga - In the Groove

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

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

Play tuned & untuned instruments musically. (Percussion, glockenspiels).

Identify different styles of music. What I like/dislike?



## Geography -

Winter Walk - Follow a simple map to record features of winter.

Know the four points of a compass: North, South, East, and West and use these to place key features on a simple map.

## Computing

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

Use technology safely and respectfully, keeping personal information private - E-safety.

To discuss why it is important to stay safe when using different forms of technology. - Smartie the Penguin and Hector the Protector.

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 beebot correctly.

Begin to de-bug simple algorithms.

Learn how to log on to a computer using personal logins.

## History -

Know where the people and events they study fit within a chronological framework.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Identify similarities and differences between ways of life in different periods - Toys from the past

Know about changes within living memory - How have toys changed?

## RE: Stories

To know a range of stories from different religions and recognise why they are important to different faiths.