

Maths

Number: Place Value (within 20)

Count forwards and backwards to 20 starting on any number

Read and write numbers to 20 in numerals and words,

Numbers from 11-20, introduce tens and ones, 'teen' numbers

Count one more and one less within 20

Compare groups of objects and numbers,

Order groups of objects and numbers.

Number: Addition and Subtraction

Find and make number bonds to 20

Doubles and near doubles

Subtraction—by crossing out and finding the difference.

Finding related facts and fact families

Missing number problems

PSHE

Dreams and Goals

To set simple goals and work out how to achieve it

How to tackle a new challenge

Talk about obstacles which may make achieving a goal difficult and suggest ways to overcome them

How to stay motivated when doing something challenging

Talk about feelings when you have been successful at a new challenge.

Year 1 Curriculum Overview

Spring 1

VALUE: Appreciation

Phonics

ue as in **blue**; **ui** as in **fruit**; **aw** as in **yawn**; **wh** as in **wheel**; **ph** as in **alphabet**; **ey** as in **key**; **oe** as in **toe**; **au** as in **haunt**; **al** as in **talk**; **ew** as in **grew**; **are** as in **care**.

'Split digraphs'

i-e as in **like**; **u-e** as in **June**; **o-e** as in **home**; **a-e** as in **brave**; **e-e** as in **these**

Tricky Words—read and spell

Oh, there, people, would, should, could, want, Mr, Mrs, friend, liked, called

Science

Materials

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

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

To investigate some of the properties of materials including **hard, soft, stretchy, bendy, smooth, rough transparent, opaque, shiny, dull, magnetic, non-magnetic**

To record results of investigations using simple tables and Venn diagrams.

To use the correct vocabulary to describe the properties of materials.

The Seasons

Observe and describe the weather in winter.

Begin to recognise how day length varies.

English

Reading:

Using learnt phonics to read unfamiliar words. applying new phonic skills to read unfamiliar words

Develop and understand new vocabulary through reading.

Sharing and discussing class novels, poetry, familiar stories and non-fiction books

Discussing and expressing views after reading

Writing:

To join words and clauses using the word 'and'; capital letters for names of people, read aloud their own writing loud enough to be heard by their teacher or peers.

Continue to consolidate using full stops, capital letters, phonics and the personal pronoun 'I' within their writing.

CLASS TEXT: The Tiger who came to Tea

Reading:

Retelling the story using a story map in their own words.

Sequencing events in the story

Discussing the story plot and why events happen within the story

Writing:

Innovating on the story, to write their own version for a different animal.

Writing a new story within the given structure

Writing Instructions and rules for the tiger

Music

Singing in unison: Exploring Sounds

Keep a steady beat using untuned instruments (eg wood blocks, claves, guiros, tambourines, maracas, triangles, drums).

Begin to read and play simple notation when playing glockenspiels with the song

Compose with own ideas to fit with the song

Computing

To log in to a computer using a personal user name and password

To know that passwords are not shared

To open the software 'Paint' on a laptop

To use the shape, rubber, undo, fill and colour tools

To use 'Paint' to create pictures in the style of Mondrian, Matisse and Kandinsky

RE-: Stories

To be aware that other people have different beliefs.

To retell important parts of stories from different religions and to explore the following questions:

Why should we listen to others?

What do stories from traditions teach us about listening?

To recognise that these stories are an important part of faith for Sikhs, Jews, Muslims, Christians and Buddhists.

Festival focus: Lunar New Year

History

Not explicitly taught this 1/2 term.

Significant people/events from other subjects will be added to the class timeline.

PE:

Outdoor: Games—Throwing and catching—aiming games

To throw and catch using a range of apparatus.

To understand the concept of aiming games.

Change the rules to make the game more tricky.

Move actively and safely about the space when using equipment.

Indoor: Gymnastics—Points and patches, Rocking and rolling

To travel confidently and competently on different parts of the body including hands.

To hold still balances positions on large or small body parts.

To link two balances together.

To apply floorwork safely onto apparatus.

To spin, rock, turn and roll with control, on various parts of the body.

To plan and link a series of movements together.

To work safely with an awareness of others.

To adapt, work from the floor safely onto apparatus.

Geography

Use a simple UK map

Name the 4 countries of the UK—England, Wales, Scotland and Northern Ireland.

Know the capital cities of these countries

Name some physical features and human features of each of these countries.

Identify flags and national flower for each country

Name the seas around the UK

Design Technology

Food

Design intent: Design and make a healthy snack to serve at the 'Tiger who came to tea' tea party.

To evaluate healthy snacks we can buy in the shops

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

Begin to make food products e.g. a healthy snack.

Use equipment such as a masher and a spoon.

To evaluate our own healthy snacks

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

Art and Design

Collage

To refine the skills of cutting and sticking.

To use cutting and sticking to create effects.

To evaluate art work by Mondrian, Matisse and Kandinsky.

To create collage work in the style of Mondrian, Matisse and Kandinsky.