

Maths

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.

Number: Addition and Subtraction (within 20)

Addition – How many do we have all together?

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.

Number: Place value within 50

Numbers to 50, Tens and ones, Represent numbers to 50,

One more one less, Compare objects within 50, Order numbers within 50,

PE:

Outdoor Athletics, Rugby, Tennis

I can throw with some accuracy and power.

I can catch and throw with control.

I can change my direction whilst walking and running.

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 and I can play a game with a partner.

Indoor Dance

I 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 2 – To Infinity & Beyond

PSHE

VALUE: Honesty

Healthy Me!

I can tell you why I think my body is amazing and know some ways to keep it safe and healthy.

I can recognise how being healthy helps me to feel happy.

I can identify someone or something that I am grateful for.

Science

Animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

I know the five groups of vertebrates (fish, amphibians, reptiles, birds and mammals), and name some animals, including humans, that belong to each group.

I know some of their physical similarities and differences.

Music

Charanga – Round and Round

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 & un-tuned instruments musically. (Percussion, glockenspiels).

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

To begin to compose my own sounds using my voice and a range of instruments.

To become familiar with different styles of music from around the world. Latin American style of music.

English – Reading

Phonics:

Reading focuses: Revisiting learnt graphemes with a different pronunciation.

- ie pronounced /ee/ 'ie' as in tie 'ie' as in field
- ey pronounced /ai/ 'ey' as in key 'ey' as in grey
- ea pronounced /e/ 'ea' as in leaf 'ea' as in feather
- er pronounced /ur/ 'er' as in letter 'er' as in herb
- ow pronounced /oa/ 'ow' as in cow 'ow' as in throw
- i pronounced /igh/ 'i' as in in 'i' as in kind
- o and ou pronounced /oa/ 'o' as in most 'o' as in glove 'ou' as in out 'ou' as in shoulder

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

- suffixes (-s -es -er -est)
- suffixes (-ed pronounced /id/ /d/ /t/)
- /air/ spelled <air> or <are>
- /or/ spelled or, aw, au, al
- /oo/ spelled oo, ue, ui or u-e
- /oa/ spelled oa, oe, o-e, o

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.

Writing:

Non-fiction writing – Exploring what a non-fiction text/book is and identifying its features: Write fact files around

Fiction – Talk 4 writing – Emma Jane's Aeroplane. Follow and adapt a story map to create a sequence of sentence to form a short narrative.

Spelling – The dark – Spelling rules, ed, un, compound words.

Poetry –

Learning and reciting a simple poem. Identifying rhyming couplets. Planning and writing poems all about space based on the poem 'Zim, Zam, Zoom'



Art and Design

Peter Thorpe Art

Use drawing and painting to develop and share their ideas, experiences and imagination.

I can use observation and memory to create pictures that represent real or imagined things showing recognisable shape and form.

Use a range of materials creatively to design and make products and develop a wide range of materials creatively to design and make products. (Making a wild thing). World book day.



Design Technology

Creating bunting to celebrate the Queen's jubilee.

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

I can think about my own experiences to help generate ideas.

I can start to suggest ideas and explain what I am going to do.

I can represent what I am going to make by drawing, writing and labelling.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.

I am beginning to select tools and materials.

I can assemble, join and combine materials in order to make a product.

I am starting to choose appropriate finishing techniques e.g.

Adding detail to my Fabric bunting.

Evaluate their ideas and products against design criteria.

I can relate my finished product to my initial design.

I can talk about what I like about my product and possible changes

I might make.



Geography

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

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

Identify the capital cities of the 4 countries of the UK.

To identify the Union Jack flag and the countries within it.

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

To identify a computer and its main parts

Naming parts of a computer, switch on and log on a computer, using a mouse to click and drag.

To use a mouse in different ways.

Opening programs, creating pictures.

To use a keyboard to type on a computer. e.g. typing name and saving work,

To use the keyboard to edit text e.g. opening work, using arrow keys, deleting letters.



History –

Why did man travel to the moon?

Know facts about significant people within living memory i.e. Tim Peake, Neil Armstrong.

Look at pictures and artefacts from, the past and describe them – pictures of the first moon landing, images of space control rooms, how have things changed over time

Ask questions to find out information – questions written for Tim Peake.

To know about significant events such as the first aeroplane/flight into space.

RE: Special people

I can name some symbols and artefacts in the religions I have learnt about.

I can name and discuss some special people I have learnt about including **The Queen**, **sporting heroes**, **Jesus**.

I can show respect when I ask questions about other people's beliefs i.e. the units 'celebrations', 'special people' and 'beliefs' lend themselves to this skill.