

LEARNING IN YEAR 1 Term 1 Curriculum Overview

English

- Daily phonics teaching - ar, or, ur, ow, oi, ear, air, ure, er and adjacent consonants.
- Revision of previously learnt sounds - s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, s, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo long, oo short.
- Telling and re-enacting stories – Here We Are – Oliver Jeffers, Traction Man is Here – Mini Grey & Funnybones – Janet and Allan Ahlberg.
- Reading simple stories containing Phase 2 and Phase 3 graphemes.
- Writing simple sentences using capital letter, full stop and finger spaces.
- Using Phonics skills taught to segment and spell simple words containing 3 or more letters.
- Handwriting formation (cursive)

History

- Chronological understanding- How have I changed since I was a baby? Organise pictures in chronological order.
- To learn about Florence Nightingale and her achievements developing the following skills – Use words/phrases related to the passing of time. Old, new, young, days, months, a long time ago.
- Sort artefacts, then and now. Identify objects from the past.
- Ask and answer questions related to different sources and objects.
- Tell the difference between the past and present in their own and other people's lives.
- Identify changes within living memory.
- Timelines – Sequence three events or objects in chronological order. (pictures)
- Explain how they have changed since they were born.
- Use a range of resources (books, pictures, video) to find out characteristic features of the past.
- Recount (orally) some details about the past.
- Show knowledge and understanding of the past in different ways. (drawing, writing, talking)

Art

Develop the following skills by completing:

- Self-portrait.
- Pictures/Paintings/Collages of real and imaginary heroes.
- Photo frames (linked to design technology)

Skills:

Draw from imagination and from observation.

Use a range of mark making tools such as pencils, pens, crayons and oil pastels.

Use a range of materials creatively to design and make products.

Science

- Keeping healthy.
- Our body.
- Our senses.
- Seasonal changes.
- Thinking scientifically: questioning.

Computing

Programming:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Children give each other instructions to physically move around or complete a task.
- Predict what will happen from a set of instructions.
- Arrange a set of images in order, e.g. 5 pictures showing the steps of how to make a pizza.

Religious Education

- Christianity – The Creation Story
Developing the following skills -
- Explain how it felt to make something.
- Remember the Christian Creation story and talk about it.
- Express an opinion about the Christian belief about creation.

PSHE

- Being Me in My World.
- Developing the following skills through drawing, writing and discussion - explaining ways in which you are different to others, understand that differences make us all special and unique, understanding the rights and responsibilities for being a member of our class, caring about the feelings of others, working with others, knowing how to make the classroom safe for everyone.

Music

- Music Express: Exploring Sounds.
- Developing the skills of – Listening and recognising sounds, making sounds using body percussion, exploring making sounds using percussion instruments.

Our Newbridge Journey

Our enquiry is:

What makes a hero?

This means we will be learning about: Ourselves and our heroes.

The Key Skills we will be developing are:

- I can keep trying even when I find something hard.
- I can play using my imagination and think of lots of ideas.
- I can share and take turns.
- I can take risks and keep myself healthy and safe.
- I can talk about how other people might be feeling.
- I can tell someone how I am feeling.

Mathematic

- Place value within 10 – counting, ordering and recognising numerals to 10 and beyond.
- Sorting, counting and representing objects to 10 in different ways.
- Count, read and write numbers to 10 and beyond forwards and back.
- Say what one more and one less than a number up to 10 is.
- Introduce the symbols more than, less than and equal to (< > =) to compare groups of objects and numbers to 10.
- Form numbers 0 to 10 correctly and write in order.
- Ordinal numbers – 1st, 2nd, 3rd
- Addition and subtraction - practically add or take away groups of objects to find the total/answer. Begin to recognise the addition and subtraction symbols and use these to record simple number sentences.
- Number bonds to 10 – know pairs of numbers that add up to 10.
- Number bonds to 10.

Geography

- Not covered in this enquiry.

Design Technology

Develop the following skills by making photo frames (linked to Art).

Skills - generate, develop, model and communicate ideas through talking, drawing and templates. Evaluate ideas and products against design criteria. Develop cutting, sticking and joining skills.

Home Learning

- Daily reading.
- Practise learning to read and write.
- Year 1 common exception words.

Physical Education

Real PE scheme

Personal Skills:

- Try several times if at first I don't succeed and I ask for help when appropriate.
 - Follow instructions, practise safely and work on simple tasks by myself.
- Enjoy working on simple tasks with help.
Co-ordination and balance:
Footwork skills; galloping, side stepping, skipping.
Balance skills; balance on one leg, using arms to support balancing.

British Values

- Tolerance of other faiths and beliefs.
- Responsibility and respect.

National Curriculum

- Please click [here](#) for a link to the National Curriculum