



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in
all its fullness!'** John 10:10
**'Achieving great things through
learning and growing together in a
love-filled Christian family'**

Year 1 Spring 2 2024 Curriculum Overview

English

Non-fiction-Instructions (Continued For One Week)

Instructions, non-fiction, chronological order, time conjunctions, imperative verbs, adverbs.

Key Learning

- Listen to a range of oral instructions.
- Read and follow a simple instruction or set of simple instructions.
- Identify features of an instruction text e.g. imperative verbs.
- Write a sequence of sentences which give clear instructions.
- Punctuate simple sentences with capital letters and full stops.

Traditional Tales (Narrative)

Key Vocabulary

Full stop, capital letter, finger space, exclamation mark, question mark, character, setting, fiction, nouns, adjectives, sequence, innovate, conjunctions, events

Key Learning

- Listen to and discuss a range of traditional tales and identify the main events and characters in stories.
- Retell familiar stories in a range of contexts e.g. small world and role play.
- Make predictions and basic inferences.
- Sequence a narrative.
- Say, and hold in memory whilst writing simple sentences that make sense.

- Plan and write an innovative story.
- Use full stops, capital letters, finger spaces and exclamation marks.
- Join words and clauses using and, but and or.

Traditional Rhymes (Poetry)

Key Vocabulary

Repetition, rhyming, common nouns, proper nouns, nursery rhymes

Key Learning

- Recognise and join in with language patterns and repetition.
- Use patterns and repetition to support oral retelling.
- Write phrases/sentences that can be read by themselves and others.
- Use capital letters for names of people.
- Spell words using the 40+ phonemes already taught, including making phonetically plausible attempts at more complex words.
- Read aloud their writing audibly to adults and peers.

Non-fiction text- Recounts

Key Vocabulary

non-fiction, title, information, capital letters, full stops, personal pronouns, chronological order, questions, first person, present tense

Key Learning

- Listen to and discuss a range of recounts.
- Recall specific information in non-fiction texts.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Sequence ideas and events in non-fiction.
- Identify features of a recount.
- Compose and sequence their own sentences to write non-fiction texts.
- Plan and write a recount using text-specific features.

- Use a capital letter for the personal pronoun 'I'.
- Use capital letters for people, places and days of the week
- Punctuate simple sentences with capital letters and full stops.

Maths

Addition and Subtraction to 20 (Continued).

Key Vocabulary

addition, add, subtraction, subtract, equal to, doubles, near doubles, number bond, two-digit, one-digit, difference, tens, ones, number sentence.

Key Learning

- To add within 20 by counting on.
- To add one digit and two digit numbers to 20, including 0.
- To find number bonds to 20.
- To find doubles within 20.
- To use near doubles to solve calculations that involve addition.
- Subtract one digit and two digit numbers to 20, including 0.
- To subtract within 20 by counting back.
- To subtract within 20 by finding the difference.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Place Value to 50

Key Vocabulary

tens, ones, multiples, even, odd, ascending, descending, numeral, word, number sentence

Key Learning

- Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers from 1-50 in numerals and words.

- Identify and represent numbers using objects and pictorial representations including the number line.
- Use the language of: equal to, more than, less than, most and least to compare and order numbers within 50.
- Identify one more and one less than numbers to 50.
- Count in 2s and 5s.

Religious Education (RE)

What do you think is the most important part of the Easter Story?

Key Vocabulary

disciples, Jesus, God, Easter, resurrection, Holy Week, Lent, miracles, tomb, Mary

Key Learning

- To retell the events of the Easter story.
- To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.
- To reflect upon the miracles of nature and new life during springtime.
- To talk about their own experiences of Easter and Springtime.

Science

Materials and their properties 2

Key Vocabulary

wood, glass, fabric, leather, stone, plastic, metal, water, wool, rubber, paper, absorbent, waterproof, structure, properties, test, observe, explore, investigate, results, record

Key Learning

- To test different materials absorbances and record results in a table.
- To understand how to build and test a structure strong enough to withstand wind.

- To understand how to build and test a waterproof structure.
- To understand the properties of glass and its uses
- To understand that materials are used to create a variety of furniture
- To explore a variety of fabrics and understand their different properties
- To explain the uses of materials and why they are suitable.
- To carry out a variety of simple tests and make sensible observations.

History

How did Queen Victoria help to develop the country and Darwen?

Key Vocabulary

Queen, monarch, timeline, significant, events, comparisons, past, present, chronological order, Victorian age

Key Learning

- To know when the Victorian age was and who Queen Victoria was.
- To explore Victorian ways of life, including schools, transport, shopping, homes, jobs, buildings and leisure time.
- To make comparisons between modern day life in Darwen and Victorian life in Darwen.
- To identify buildings in Darwen that are old and new.
- To explore objects from the past and present.
- To create a chronological timeline of significant events in Darwen.
- To make comparisons between objects from the past and objects from the present day.
- To explore changes made by Queen Victoria which have affected Darwen. How did they evolve the country and Darwen?

Design and Technology

Food Technology- Making a Healthy Breakfast Pot

Key Vocabulary

healthy foods, breakfast, food groups, taste, texture, smell, preference, evaluate, measure, variety, origin, cut, peel, grate, chop, ingredients, hygiene, food safety, utensils, fruit, vegetables

Key Learning

- Develop a food vocabulary using taste, smell, texture and feel.
- Group familiar food products e.g. fruit and vegetables.
- Explain where food comes from.
- Cut, peel, grate, chop a range of ingredients.
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.
- Measure and weigh food items, non-statutory measures e.g. spoons, cups.

Physical Education (PE)

Overarm Throwing

Key Vocabulary

Overarm, throwing, accuracy, aiming, balance, target, aim, tactics.

Key Learning

- Demonstrate an overarm throw with some accuracy.
- Demonstrate an overarm throw with some accuracy at different targets.
- To keep going even when I find something difficult.

Athletics

Key Vocabulary

throw, run, turn, leap, jump, two-footed, one-footed,

Key Learning

- To run at different speeds and paces.
- To jump one footed and two footed from a standing position.
- To throw underarm and overarm using different apparatus for distance.
- To evaluate my performance and understand how to use this information to improve further.

Personal, Social and Health Education (PSHE)

Valuing Difference (Continued)

Key Vocabulary

kind, unkind, fair, unfair, family, friends, qualities, special, important.

Key Learning

- Pupils will recognise and explain what is fair and unfair, kind and unkind;
- Pupils will suggest ways they can show kindness to others.
- Pupils will recognise that they belong to various groups and communities such as their family and explain how these people help us.
- Pupils will identify some of the people who are special to them and recognise and name some of the qualities that make a person special to them.

Being my Best (Continued)

Key Vocabulary

encourage, support, feedback, positive praise, learning, disease, germ, hygiene, prevent.

Key Learning

- Pupils will suggest simple strategies for resolving conflict situations.
- Pupils will give and receive positive feedback, and experience how this makes them feel.
- Pupils will recognise that learning a new skill requires practice and the opportunity to fail, safely.
- Pupils will understand how diseases can spread and recognise and use simple strategies for preventing the spread of diseases.
- Pupils will recognise the importance of regular hygiene routines and sequence personal hygiene routines into a logical order.

Computing

Lite Level 1 iCreate –iPhotograph

Key Vocabulary

Focus, Focal Point, Background, Foreground, Light, Rule of thirds, Limb chop, Perspective

Key Learning

- Pupils will be introduced to digital photography in the modern era.
- Pupils will learn about the basic principles of photography such as focal point, foreground and background, and the importance of light.
- Pupils will learn how a key word translates when taking their photo and how it improves it.

Music

Songwriting with Glockenspiels Lite Level 1

Key Vocabulary

Soundscape, Melody, Word board, Rhyme, Structure, Repetition, Percussion, Instrumental, Lyrics, Theme, Glockenspiel, Rewriting.

Key Learning

- Pupils will learn what a target market is and why selecting a theme that suits the target market is important.
- Pupils will learn what plagiarism is.
- Pupils will learn that writing a song to a melody they already know can make the process easier.

French

L1 - KS1- Food, Drink & Giving Preferences

Key Vocabulary

la pomme, la poire, la banane, le citron, l'orange, la pêche, la fraise, les raisins, la coco, les cerises, la pastèque, la mangue, l'ananas, l'œuf, la soupe, le riz, le pain, la tomate, le poisson, le jambon, la salade, les saucisses, les frites, le brocoli, le fromage, le poulet, le gâteau, le pain grillé, le sandwich, la glace, la chou-fleur, la burger, le yaourt, 'Aimes-tu ...?', J'aime, Je n'aime pas, Je déteste, J'adore, le café, le chocolat chaud, le soda, l'eau, le thé, la lait, le jus d'orange, la limonade, le milkshake à la fraise, 'C'est combien?', 'C'e/ ... euro(s)', le menu, les boissons, les entrées, les plats principaux, les desserts.

Key Learning

- Pupils will learn to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units. Pupils will be introduced to new food words, as well as more ways of giving their opinion.
- Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary.

Reminders and Homework

Homework

- Children are expected to read a minimum of three times a week to support their developing phonic knowledge. Re-reading the same book is extremely beneficial as it gradually increases the number of words in it that the children can read 'at a glance.'
- Children are also expected to complete spelling practice at home. Every Friday, the children will be given 2-3 spellings to practise for the following Friday. These spellings will either be Year 1 common exception words (tricky words) or linked to the phonics sound that the children are focusing on.
- It is also beneficial for your children to practise their 2s, 5s and 10 times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites have been sent to you via Class Dojo messenger.

Other Reminders:

- PE days continue to be on a Monday and Wednesday.
- Banded books will be changed on Monday and Wednesday. Library books will be changed on a Wednesday only.
- Spelling books need to be brought into school every Friday.
- Children require a simple clear water bottle. Our school rule is for the bottle to be filled with water or flavoured water only. It should be a clear liquid.