



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 1 2025 Curriculum Overview

English

Narrative- We're Going on a Bear Hunt

Key Vocabulary

Repetition, full stop, capital letter, finger space, exclamation mark, question mark, character, setting, fiction, adjectives, expression, actions, author, sequence.

Key Learning

- Orally retell a narrative through a performance using pattern and repetition to support this.
- Sequence a narrative.
- Plan and write an innovative story.
- Use full stops, capital letters, finger spaces and exclamation marks.
- Identify and use adjectives.

Non-Fiction-Instructions.

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.

Maths

Place Value to 20

Key Vocabulary

tens, ones, multiples, even, odd, order, ascending, descending, numeral, word, number sentence, greater than, more than, less than, fewer than, equal to, compare, forwards, backwards.

Key Learning

- Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers from 1-20 in numerals and words.
- Identify and represent numbers to 20 using objects and pictorial representations.
- Find one more and one less than any given number to 20.
- Use a number line to 20.
- Estimate on a number line to 20.
- Compare and order numbers to 20.
- Use the language of: equal to, more than, less than, most and least to compare and order numbers within 20.
- Count in 2s and 5s.

Addition and Subtraction to 20

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.

Religious Education (RE)

1.4 Jesus Was Special

Key Vocabulary

disciples, miracles, Gospel, New Testament, Christian, Christianity, Jesus, God

Key Learning

- Retell stories of Jesus' miracles.
- Talk about my own experiences and feelings.
- Respond sensitively to questions about my own and others experiences and feelings.
- To relate the feelings and experiences of characters in stories with their own feelings and experiences.

Science

Materials and their properties

Key Vocabulary

wood, glass, fabric, leather, stone, plastic, metal, water, wool, rubber, paper, hard, soft, rough, smooth, shiny, dull, heavy, light, transparent, opaque, bendy, rigid, stretchy, stiff, absorbent, waterproof.

Key Learning

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials.

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Investigate the properties of some different materials.

Geography

Investigating the UK

Key Vocabulary

continent, country, city, capital city, town, countryside, seaside, human features, physical features.

Key Learning

- Locate the UK on a world map.
- Identify the four countries of the UK and label them.
- Recall the four capital cities of the UK.
- Describe some of the features of a capital city.
- Identify the nearest town to their school.
- Name some typical features of towns.
- Identify some typical features of the countryside and the seaside.
- Sort the features of countrysides and towns into their relevant groups.

Art and Design

Formal Elements of Art

Key Vocabulary

2D shape, 3D shape, abstract, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal line, mark making, observe, printing shade shadow straight texture vertical wavy, primary, secondary, experiment, paint, mixing

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.

- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.
- To identify primary colours and make secondary colours through experimentation with paint.

Physical Education (PE)

Dance

Key Vocabulary

swing, turn, fall; whirl, float, pounce; gallop, twist, leap; crawl, slide, arch, movement, sequence

Key Learning

To interpret words and perform them through physical actions.

To express ideas through physical actions.

To develop a dance with clear start, middle and end.

To observe and evaluate dances using the different action word movements/phrases.

To use the information above to improve performance should be included throughout the unit of work.

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.

Personal, Social and Health Education (PSHE)

Being my Best

Key Vocabulary

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

Key Learning

- Pupils will recognise the importance of fruit and vegetables in their daily diet and know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- 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.
- Pupils will recognise that learning a new skill requires practice and the opportunity to fail, safely.
- Pupils will suggest simple strategies for resolving conflict situations.
- Pupils will give and receive positive feedback, and experience how this makes them feel.

Computing

Level 1 iAnimate

Key Vocabulary

Stop Motion, Animation, 2D/Hand-drawn, Frame, Quality control, Movement

Key Learning

- During iMove, pupils will continue to learn about 'Stop Motion' animation.
- Pupils will learn about frames and how to move multiple objects to create the illusion of dancing.
- Pupils will learn what 2D animation is and how to create a self-drawn animation.
- Pupils will learn how to build up our animation to give the illusion of magic.
- Pupils will learn how to put together all the skills we have learnt to create a stop motion animation.
- Pupils will learn how to edit/reshoot our animations based on feedback from the class.

Music

Music Theory with Keyboards- Lite L1

Key Vocabulary: Instrument, Pitch, Timbre, Orchestra, Big Band, Melody, Rhythm, Beat, Composer, Call and Response, Musical Ear, Crotchet, Minim, Quaver

Key Learning

- Pupils will be able to recognise a crotchet, minim and semibreve and give the notational value of each note.
- Pupils will be able to perform rhythmic patterns on the keyboards and by clapping.
- Pupils will become familiar with the instruments of an orchestra and a Jazz big band.

French

L1- KS1- Days of the Week, Months, Seasons & Fruit

Key Vocabulary

dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt- dix, cent, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, le jour, la semaine, la fin de semaine, la date, 'Quel jour est-il aujourd'hui?', 'Aujourd'hui c'est', 'Hier était', 'Demain sera', janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, au printemps, en été, en automne, en hiver, la pomme, la poire, la banane, le citron, l'orange, la pêche, la fraise, les raisins, l'ananas, la cerise, la mangue, la pastèque, le coco, 'Quel est ton fruit préféré?', 'Mon fruit préféré c'est', 'Aimes-tu ___?', 'Oui, j'aime', 'Non, je n'aime pas', 'Combien?', 'Il y a', 'C'est quelle couleur?', 'C'est', 'C'est combien?', 'Quelle est la date de ton anniversaire?', 'Mon anniversaire est le _ de _',

Key Learning

- Pupils will identify the days of the week, months, seasons, and names of fruits using songs and games to reinforce their learning.
- Pupils will hold basic conversations involving words, phrases and themes covered in this unit, as well as building in previously learnt vocabulary including practising giving preferences.

Reminders and Homework

- PE days are on **Wednesdays and Thursdays**.
- Banded books will be changed on **Monday and Wednesday**. Library books will be changed on a **Wednesday only**.
- 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 practise reading and learning to spell the Year 1 common exception words (tricky words) at home.
- 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.
- 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.