



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 2023 Curriculum Overview

English

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.

Traditional Tales (Narrative)- Rapunzel

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.

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.
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Maths

Subtraction to 20 continued

Key Vocabulary

addition, add, subtraction, subtract, equals, more than, less than, compare, solve, less than, greater than, equal to

Key Learning

- Represent and use related subtraction facts within 20.
- Subtract one digit and two digit numbers to 20, including 0.
- 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.

Length and Height

Key Vocabulary

compare, taller, tallest, shorter, shortest, long, longest, difference, measure, measuring, non-standard unit, standard unit, ruler, cm, add, subtract, total

- Compare lengths and heights.
- Measure lengths using standard and non-standard units of measurement.
- Solve problems which involve adding and subtracting lengths.

Weight and Mass

Key Vocabulary

compare, weight, mass, measure, measuring, non-standard units, equal to, heavier, heaviest, lighter, lightest, weight scale, balance, capacity, volume, most, least, more, less, full, empty, almost full, almost empty, largest, smallest.

- Measure and compare mass.
- Solve weight and mass problems.
- Measure and compare capacity.

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 evolve 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)

Dance- Toy Story

Key Vocabulary

link, travel, turn, sequence, emotions, character, pathways, levels, space, stillness, combine

Key Learning

- To link movements to show character.
- To convey the different emotions within a relationship.
- To link, travel, turn and stillness within a sequence.
- To travel from one space to another using different pathways and levels.
- To work in a group to create a sequence.
- To combine all the dance sequences in order to retell aspects of a story.

Rolling a ball

Key Vocabulary

Fundamental skills, rolling, accuracy, aiming, target, tactics

Key Learning

- To demonstrate rolling a ball with some accuracy.
- To demonstrate rolling different equipment with some accuracy.
- To show the skill of rolling equipment in different ways.
- To demonstrate a simple tactic in a rolling game.
- To show two simple tactics in a game.

Personal, Social and Health Education (PSHE)

What helps us stay healthy? Continued

Key Vocabulary

Health, hygiene, routines, healthy, unhealthy, dentist, doctor, carer, vaccinations, germs

Key Learning

- Who helps us to stay healthy (e.g. parent, dentist, doctor).
- How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy

What can we do with money?

Key Vocabulary

money, earned, borrowed, presents, choices, spending, saving, bank account, protect, secure

Key Learning

- What money is - that money comes in different forms.
- How money is obtained (e.g. earned, won, borrowed, presents)

- How people make choices about what to do with money including spending and saving.
- The difference between needs and wants - that people may not always be able to have the things they want.
- How to keep money safe and the different ways of doing this.

Computing

Level 1 iPhotograph

Key Vocabulary

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

Key Learning

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

Music

Electric Drums

Key Vocabulary

Drum Kit, Percussion, Kick, Snare, Toms, Cymbals, Drumsticks, Tempo, Metronome, Crotchets, Quavers, Word Phrases, Drumbeat, Drum Grid.

Key Learning

- To name the different parts of a drum kit.
- To understand what the word tempo means and how to use word phrases to practise their rhythms.
- To read and create drum grids, improve their dexterity and multi-tasking skills, and make decisions on different sounds they can use.

- To create a final performance using all the skills they have acquired to play along to a song whilst thinking about tempo, accuracy and timing.

French

L1 - KS1 - Fruit

Key Vocabulary

la pomme, la banane, l'orange, la fraise, la poire, l'ananas, la pêche, les raisins, les cerises, le citron, rouge, jaune, bleu, orange, rose, vert, violet, marron, noir, blanc, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, 'C'est combien?', 'C'est quelle couleur?'

Key Learning

- To learn the names of some fruit vocabulary.
- To begin to combine the use of fruit, numbers and colours vocabulary.

Cultural Capital

English

Darwen Library visit
Author Visit (in school)
Scrooge Production (in school)

Maths

Place value to 50 / Odd and even numbers-finding different numbers on doors

Science

Winter to Spring local area walk

RE

New Life in our local area walk

History

Visit to Darwen Heritage Centre and Darwen High Street

Walk to the old school buildings and tram lines at the end of Knowlesly Road

Walk to a quiet spot to view and discuss Darwen Tower (in the distance) originally labelled 'Jubilee Tower' was actually built to celebrate the diamond jubilee of Queen Victoria in 1897.

D.T

Walk down to Sainsburys to see what choices they have for breakfast. Discuss the variety of options, are they healthy?

Reminders and Homework

Homework

- Banded books will be changed on Mondays and Thursdays. Library books will be changed on a Monday only.
- Children are expected to read a minimum of three times a week to support their developing phonic knowledge.
- Children are also expected to practise reading and learning to spell the Year 1 common exception words (tricky words) at home. These are glued into the front of their reading records. As the year progresses, more words will be added in line with your child's ability to read and spell them.
- Children will have a two-sided weekly phonics homework to complete to help them recall the sounds they are learning each week.
- Children will also have maths tasks set on Purple Mash each week (Purple Mash logins are in their reading records) and a handwriting sheet to help practise their letter and number formation.
- It is also beneficial for your children to practise counting in 2s, 5s and 10 at home. Purple Mash can be used to support your children with this. Their login for this website is glued into their reading records.

Reminders

P.E

Our PE days for this half term will be on Thursdays and Fridays.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.

Other Reminders

- Children with long hair must have their hair tied up.
- Children should only bring water or clear flavoured water into school in their water bottle.