



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 Curriculum Overview

English	Maths	Science
<p><u>Narrative- Traditional Tales.</u></p> <ul style="list-style-type: none"> • Listen to and discuss a range of traditional tales. • Identify the main events in stories. • Identify the main characters in stories. • Use patterns and repetition to support oral retelling. • 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 innovated story. 	<p><u>Place Value to 50 (continued)</u></p> <ul style="list-style-type: none"> • 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 Materials and their properties • Distinguish between an object and the material from which it is made. • 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. <p>addition, add, subtraction, subtract,</p>	<p><u>Exploring everyday materials and their uses (continued).</u></p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials. <p>wood, glass, fabric, leather, stone, plastic, metal, water, wool, rubber, paper.</p> <ul style="list-style-type: none"> • 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.

- Use full stops, capital letters, finger spaces and exclamation marks.
- Join words and clauses using and, but and or.

Non-fiction-Recount

- 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

equals, more than, less than, compare, solve, less than, greater than, equal to, tens, ones, multiples, even, odd, ascending, descending, numeral, word, number sentence.

Length and Height

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

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

Weight and Volume

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

weight, mass, measure, measuring, non-standard units, equal to, heavier,

- Raise and answer questions about everyday materials.

hard, soft, rough, smooth, shiny, dull, heavy, light, transparent, opaque, bendy, rigid, stretchy, stiff, absorbent, waterproof, magnetic, natural, man-made.

Scientific skills

- Performing simple tests.
- Identifying and classifying.
- Observing closely using simple equipment.

stops.	<p>heaviest, lighter, lightest, weight scale, balance, capacity, volume, most, least, more, less, full, empty, almost full, almost empty, largest, smallest.</p>	
History	Design and Technology	Religious Education (RE)
<p><u>Victorians (including work, schooling, playing and toys).</u> <u>Toys between the 1900s and 2000s.</u></p> <ul style="list-style-type: none"> ● To know when the Victorian age was. ● To explore Victorian ways of schooling. ● To make comparisons between modern day schooling and Victorian schooling. ● To explore Victorian ways of working. ● To make comparisons between modern jobs and Victorian jobs. ● To identify toys that are old and new. ● To explore toys from the past and present. ● To create a chronological timeline of 	<p><u>Food Technology-Breakfast</u></p> <ul style="list-style-type: none"> ● 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. 	<p><u>Easter-New Life</u></p> <ul style="list-style-type: none"> ● 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.

<p>toys.</p> <ul style="list-style-type: none">• To make comparisons between modern toys and toys from the past.		
<p>Physical Education (PE)</p>	<p>Personal, Social & Health Education (PSHE)</p>	<p>Junior Jam</p>

Dance-Toy Story

- 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

- 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.

Money

We will be 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

Music

- To learn about the ukulele and where it comes from.
- To learn what strumming is and how to strum different rhythms on the ukulele.
- To learn what pitch is and how to change the pitch string on a ukulele.
- To learn how to create a rhythmic and pitch pattern on a ukulele.
- To learn how to use rhythm and pitch to play a song on the ukulele.
- To learn how to play a C major chord on a Ukulele.

Performing Arts

- To sing at pitch and pitch match.
- To learn a song with a small pitch range.
- To learn about dynamics and how to respond to cues.
- To learn about crescendos and diminuendos and respond to cues.
- To learn what tempo is and how to use it in songs.

- To learn a song in a different language to English.

Computing- iCreate

The iCreate course aims to introduce participants to digital photography in the modern era. They learn about the basic principles of taking good pictures such as focal point, foreground and background and the importance of light and photo-editing techniques.

Reminders & Homework

- PE days are on Monday and Thursday.
- Children with long hair must have their hair tied up.
- All medicines, including lip balms must be sent to the office. Children are not allowed to administer the use of these by themselves.
- 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.
- 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 continues to progress, more words will be added in line with your child's ability to read and spell them.
- 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 are glued into the front of their reading records.

- Children can also log in to Active Learn-Bug Club (https://login.pearson.com/v1/piapi/piui/signin?client_id=mCfHI22MzgSG9oQ21dUc3GGNPSHmrgeb&login_success_url=https:%2F%2Fwww.activelearnprimary.co.uk%2Flogin-redirect%3Fc%3D0%26retry%3D1%26iesCode%3Dw66X5g66kx) to practise their developing phonics knowledge. Their username is the first initial of their name followed by a full stop and their last name e.g. t.smith and their password is 12345678 and the school code is 9m7j.