

Spring 1

Year 1
Half-termly
Curriculum
Overview:



English	Maths	History
<p>Instructional Text – ‘How to Sneak Your Monster into School’ by Christopher Francis. <u>Reading</u> – Prediction, retrieval and interpret questions. Looking at the features of instructional texts. <u>Grammar & punctuation</u> – Sentences with full stops and capital letters. Adjectives. Regular plural noun suffixes s and es. <u>Writing</u> – Describing a monster using adjectives. Writing instructions for sneaking the monster they have created into school. Coordinating conjunction (but, or and and) Poetry – ‘All Aboard the Toy Train’ by Tony Bradman <u>Reading</u> – Word meanings Syllable structure and patterns in different poems Retrieval and interpretation questions. <u>Grammar and punctuation</u> - Spot the adjective in the verse. Grapheme spot – looking for the graphemes we know in words. Sequencing sentences to form a short narrative Nouns Verbs <u>Writing</u> – Create and read their kenning aloud.</p>	<p>Shape Recognising 3d shapes Sorting 3d shapes Recognising 2d shapes Sort 2d shapes Patterns with 2d and 3d shapes Place value within 20 Count within 20 Understand numbers 10 to 20 1 more 1 less The number line to 20 Estimate on a number line. Compare numbers to 20 Order numbers to 20 Addition within 20 Add by counting on Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles.</p>	<p>Travel and Transport How has transport changed through time? How do we travel around today? What transport did people use in the past? How have boats changed over time? How have cars changed since they were first invented? What is it like to travel by bus today and what was it like in the past? How have bicycles changed since they were first invented? How were the first trains different from today? Why were underground railways built? How has air travel changed over time? How have humans travelled in space?</p>
Science	Religious Education	Art & Design
<p>Amazing Animals Can we name and describe a variety of animals? Can we group animals in categories according to their characteristics? What do mammals have in common? How are reptiles and amphibians different?</p>	<p>Jesus as a friend. Was it always easy for Jesus to show friendship? <u>I can talk about my friends and why I like them.</u> Listen to stories about being a good friend and how it feels to be left out. Sorting cards into what would a</p>	<p>Mechanisms – Sliders and Levers Can I design a moving transport themed toy for another child in my class. Can I create a sliding mechanism? Can I use levers to create a moving mechanism? Can I make a lever and use it in my product?</p>

<p>Can we identify a variety of common birds? Can we compare a variety of common fish? Can we compare and contrast animals from different categories? What do animals eat? Why is it a big responsibility to own a pet? What are the basic parts and functions of the human body?</p>	<p>good friend do and things a good friend would not do. <u>I can remember a story about Jesus showing friendship and talk about it.</u> Share Bible stories and consider the key question – ‘Was it always easy for Jesus to show friendship?’ <u>I can say how Jesus tried to be a good friend.</u> Order pictures from each story considering when Jesus may have found it most difficult to show friendship.</p>	<p>Can I investigate and design a wheel mechanism? Can I design a transport related moving picture?</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

Computing	PSHE	Physical Education
-----------	------	--------------------

<p>Programming A – Moving a Robot Buttons Children will use floor robots. They will talk about what the buttons might do and then try the buttons out. <u>Directions</u> Children will think about the language used to give directions and how precise it needs to be. <u>Forwards and backwards</u> Children will focus on programming the floor robot to move forwards and backwards. <u>Four directions</u> Children will use left and right turn commands along with forwards and backwards commands. <u>Getting there</u> Children will decide what their program will do. They will then create their program and test it on the robot. <u>Routes</u> Children will plan their routes before they start to write their programs.</p>	<p>Caring and Responsibility Respectful relationships. Similarities and differences between people and how to respect and celebrate these. Can I explain how I am special? Can I explain that who I am makes me unique? Can I identify a range of feelings and explain how people might show these? No Outsiders ‘Want to Play Trucks?’ by Ann Stott Using two different objects, invent a game to play together, using these objects.</p>	<p>Growing: Responding to rhythm Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear. Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving. Pupils can demonstrate fairness as they work well with others, ensuring everyone is included. Pupils will be able to develop their honesty skills as they give feedback to others describing their performances. Feet – Ball skills Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately. Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball. Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules. Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Music

Introducing tempo and dynamics
 How does music make the world a better place?
 In this music unit, children will consider the meaning of the words and practise the following skills – listening, singing, playing, improvising and composing and finally, performing. These skills will be practised using a different song each week –
 If You’re Happy And You Know It, Sing Me A Song, Sparkle, Rhythm In The Way We Walk and Big Bear Funk

Class Novel:
 ‘Matilda’ by Roald Dahl
Whole School Novel:
 ‘Charlie Changes into a Chicken’ By Sam Copeland