



# Year 1

## Termly Curriculum Overview

### Spring Term 1

<b>Religious Education</b>	<p><b>Branch 3</b> <b>Galilee to Jerusalem</b></p> <p>The children will hear the reading of The Wise Men visit Jesus. They will learn Christians celebrate the visit of the wise men on 6<sup>th</sup> January. It is called Epiphany. They will hear the reading of the Presentation and learn that Jesus is the <b>'light to all nations'</b> and that all Christians are called to follow Jesus and share the Good News with others.</p> <p>The children will hear the reading of Finding in the temple and the hidden life and the Call of the Disciples and learn that Jesus grows up and reveals the love of the Father to us and some people who encounter Jesus recognise that he is the Son of God who has come to save all.</p> <p>Finally, they will hear the reading of Zaccheus, learning that Christians are called to take care of each other, especially those most in need, such as the poor.</p>
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<b>Maths</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• measure and begin to record the following: time</li> <li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face.</li> </ul> <p><b>Exploring calculation strategies within 20</b></p> <ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Numbers to 50</b></p> <ul style="list-style-type: none"> <li>• count to and across fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in multiples of two, five and ten.</li> <li>• read and write numbers from 1 to 20 in numerals and words</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• given a number, identify one more and one less</li> <li>• count in multiples of two, five and ten</li> <li>• pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations (non-statutory guidance)</li> </ul>
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<p style="text-align: center;"><b>English Reading</b></p>	<p><b>Talk through Stories</b></p> <ul style="list-style-type: none"> <li>• <b>Winnie the Witch by Valerie Thomas</b></li> <li>• <b>The wall and the wild by Christina Denny</b></li> <li>• <b>Cops and Robbers by Allan Ahlberg</b></li> </ul> <p><b>Word skills:</b></p> <ul style="list-style-type: none"> <li>• To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> </ul> <p><b>Comprehension skills:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• discussing word meanings, linking new meanings to those already known.</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Home Readers – Weekly * Daily Read Write Ink Phonics lessons - Including application of focus sounds.</p>
<p style="text-align: center;"><b>English Spelling, Punctuation, Grammar</b></p>	<p>Daily English basis skills sessions on the following:</p> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• Use capital letters for names and the start of a line.</li> <li>• Use of full stops.</li> <li>• Leaving spaces between words.</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Imperative verbs when writing instructions.</li> <li>• Write in clear sentences</li> <li>• Children will orally edit then write corrected sentences</li> <li>• Joining words and joining clauses using ‘and’.</li> </ul> <p><i>Spellings</i></p> <ul style="list-style-type: none"> <li>• The days of the week</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p>Weekly spellings will be provided</p>
<p style="text-align: center;"><b>English Writing</b></p>	<p>Using our Talk through stories books the children will complete vocabulary focused writing, including:</p> <ul style="list-style-type: none"> <li>• Daily sentence work with a focus of two new words per day.</li> <li>• Writing from memory simple sentences dictated by the teacher.</li> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils.</li> </ul>
<p style="text-align: center;"><b>Science</b></p>	<p><b>Animals including humans – Humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name parts of the human body.</li> <li>• Explore what parts of the body we use for different activities</li> <li>• Learn about ‘The five senses ‘ Sight, touch, smell, taste and sound</li> </ul>

<p style="text-align: center;"><b>Geography</b></p>	<p><b>Topic - A snapshot of the UK</b>  <u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  <u>Human and physical geography</u>          Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  <u>Geographical skills and Fieldwork</u>          Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<p style="text-align: center;"><b>Physical Education</b></p>	<p><b>Net and Wall Games</b>          Developing fundamental movement skills, becoming increasingly competent and confident; Accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engaging in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform basic body actions;</li> <li>• Use different parts of the body singly and in combination;</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</li> <li>• Choose appropriate movements for different dance ideas;</li> <li>• Remember and repeat short dance phrases and simple dances</li> <li>• Move with control</li> <li>• Vary the way they use space</li> <li>• Describe basic body actions and simple expressive and dynamic qualities of movement</li> </ul>
<p style="text-align: center;"><b>Computing</b></p>	<p><b>Maze Explorers</b>          Children will understand the functionality of the direction keys. They will create and debug a set of instructions (algorithms). They will change and lengthen an algorithm.</p> <p><b>Grouping and Sorting</b>          Children will sort items using a range of criteria.</p>
<p style="text-align: center;"><b>Art and Design</b></p>	<p><b>Sculpture (Toys Old and New)</b>          Children will:</p> <ul style="list-style-type: none"> <li>• Research a variety of clay sculptures.             <ul style="list-style-type: none"> <li>• Create texture, manipulate and join clay.</li> <li>• Design and make a sculpture of a toy.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Music</b></p>	<p>N/A this half term</p>
<p style="text-align: center;"><b>PHSE</b></p>	<p><b>Identity, society and equality</b></p> <p>Me and others.</p>
<p style="text-align: center;"><b>Relationships, Sex Education</b></p>	<p><b>Physical</b>          Children recognise how they are cared for and kept safe in their families.</p>
<p style="text-align: center;"><b>Curriculum Enrichment</b></p>	<p>Visit from Mr Mckenna our school caretaker - RE Special people link</p>