



Year 1

Termly Curriculum Overview

Spring Term 2	
Religious Education	<p>Branch 4 Desert to Garden Season of Lent</p> <p>The focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter. To know the story of the last week of Jesus' life, his death, and resurrection. The Resurrection is revisited in the next branch, so this branch concludes with the women meeting the angel by the empty tomb.</p> <p>As in branch two (Prophecy and Promise) the visible angelic presence points to the divinity of Christ and to the message of God the Father, Creator of all that is seen and unseen.</p> <p>In the life of many pupils, Easter is about chocolate and is a lesser festival than Christmas. Introducing the pupils to Lent allows them to understand how Christians prepare for Easter as the high point of their year.</p> <p>As in branch two (Prophecy and Promise) religious education lessons are not the sum of pupils' experience in learning about the seasons of Lent and Easter.</p> <p>Pupils will experience Lent traditions as part of the school's prayer life and through the charitable activities in Lent as part of a school's Catholic life.</p> <p>In this branch, the narrative strand of St Luke's gospel is paused to tell the story of Jesus' Temptation in the wilderness to facilitate pupil's learning about Lent.</p>
Maths	<p>Addition and subtraction within 20 (Comparison and difference)</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Measures: length and mass</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than] measure and begin to record the following: lengths and heights; mass/weight
English Reading	<p>Talk through Stories</p> <ul style="list-style-type: none"> How to be a Viking by Cressida Cowell A little bit brave by Nicola Kinnear Rubys Worry by Tom Percival I'm in charge by Jeanie Willis <p>Word skills:</p>

	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to grapheme for all 40+ graphemes and where applicable the alternative sounds for the graphemes. • To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. <p>Comprehension skills:</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • To recognise and join in with predictable phrases. • To discuss word meanings, linking new meanings to those already known <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Discussing the significance of the title and events. • To make inferences on what is being said and done. • To predict what might happen on what has happened so far. • To participate in discussion about what is read to them, taking turns and listening to what other say. <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities.</p> <p>Pupils choice – Daily (reading for pleasure)</p> <p>Home Readers – Weekly</p> <p>* Daily Phonics lessons Including application practising the focus phonemes of the day.</p>
<p>English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following:</p> <p><i>Spelling</i></p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception (tricky) words. • Use the spelling rule for adding s and es to words - plural of nouns and the third person singular of verbs. • Use ‘ing’ and ‘ed’ where no change is need for the spelling of the root words e.g. helping, helped, eating • Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p><i>Punctuation</i></p> <ul style="list-style-type: none"> • To punctuate sentences using capital letters, full stops, question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week and personal pronoun ‘I’ <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Combining words to make sentences • Joining words and clauses using and, because, so and but • Sequence sentences to form short narratives
<p>English Writing</p>	<p>Using our talk for writing books the children will focus on new vocabulary for one week and will then move onto other writing activities from their talk through stories books.</p> <p>Focus skills this half term:</p> <ul style="list-style-type: none"> • Writing from memory simple sentences independently that include words using the GPCs and common exception words taught so far. • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives or other genres of writing. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils

Science	<p>Animals including humans – Animals</p> <p>Identifying Animals</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals. • Identify and name a variety of common UK mammals. • Identify and compare a variety of common UK birds and reptiles. • Identify and compare a variety of common UK fish and amphibians. • Identify and sort a range of herbivores, carnivores, and omnivores. • To know how to care for animals.
History	<p>Significant Individuals ‘Women Who Changed the World’</p> <ul style="list-style-type: none"> • Rosa Parks (international) • Emmeline Pankhurst (national) • Kitty Wilkinson (local) <p>We will be looking at the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p>
Physical Education	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • To develop fundamental movement skills, becoming increasingly competent and confident • To access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. <p>Gymnastics</p> <ul style="list-style-type: none"> • Exploring travelling movements • Developing quality when performing gymnastic shapes • Developing stability and control when performing balances • Developing technique and control when performing shape jumps • Developing technique in the barrel, straight and forward roll • Linking gymnastic actions to create a sequence
Computing	<p>Animated Story Books</p> <p>During this unit the children will:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private;
Design & Technology	<p>Structures – Bird Feeders freestanding structures</p> <p>DESIGNING</p> <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment • State what products they are designing and making • Describe what their products are for • Use simple design criteria to help develop their ideas, generating, developing, modelling and communicating ideas · generate ideas by drawing on their own experiences · • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups · <p>MAKING</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics practical skills and techniques • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components

	<ul style="list-style-type: none"> • Use finishing techniques, including those from art and design EVALUATING <ul style="list-style-type: none"> • Evaluate own ideas and products • Talk about their design ideas and what they are making • Suggest how their products could be improved
Music	Round and Round The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Listen & Appraise apps, new progressive Warm-up Games, Flexible Games and new progressive improvisation resources are all used. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.
PHSE	Drug, alcohol and tobacco Education <ul style="list-style-type: none"> • What do we put into our bodies?
Relationships, Sex Education	Physical <ul style="list-style-type: none"> • To recognise how I am cared for and kept safe in my family.
Curriculum Enrichment	Visit to a local park (Sefton, Greenbank, Caulderstones) Link to DT and birds and bird box structures. Link to science; pupils observe and discuss seasonal changes and RE signs of new life.