

Year 1 - Ms Lewis and Miss Scott
Curriculum Overview
First Half of the Spring Term 2022

<p><u>Literacy</u> Non-Fiction: Information texts</p> <ul style="list-style-type: none"> • Children identify the differences between fiction and non-fiction books. • They sort books and extracts and discuss the main features. • Ask simple questions about what they want to find out about. • Identify a contents page and an index in an information text. • Say what the key structural features of a simple information text are. • Sort words from an index, glossary and contents page into alphabetical order and stick them on a large poster in groups/pairs or individually. 	<p><u>Numeracy</u> Number</p> <ul style="list-style-type: none"> • Say the number that is 1 more or less than any given number • Count reliably at least 30 • Read and write numerals from 0 to 20, then beyond • Compare and order numbers, using the related vocabulary; use the equals sign • Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences • Relate addition to counting on; recognise that addition can be done in any order • Understand subtraction as 'take away' 	<p><u>Topic</u> Florence Nightingale</p> <ul style="list-style-type: none"> • Florence Nightingale and Mary Seacole were both significant historical figures that helped change our approach to medical care -they were the first modern nurses. • Florence Nightingale and Mary Seacole faced many challenges in achieving their goal • Florence Nightingale and Mary Seacole both worked in the Crimea during the Crimean War. • To be able to identify the differences between a modern and contemporary ward to Florence Nightingale ward • To identify the impact that Florence Nightingale has had in modern hospitals and care. 	<p><u>Science</u> Animals including Humans</p> <ul style="list-style-type: none"> • To be able to name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. • To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). • To be able to name draw and label the basic parts of the human body. • To be able to say which part of the body is associated with each sense.
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<ul style="list-style-type: none"> • Say whether a sentence is in an appropriate style for an information text. • Children look at an information pages with missing parts. • Children label the key features. They then read through some information and cut and stick it in the correct place on the information text. • They fill in the last gap of information using the main information as a starting point. • Recognise the main events that shape different texts • Write chronological and non-chronological texts using simple structures • Write sentences for an information text in an appropriate style. 	<p>Geometry - properties of shapes / position & direction</p> <ul style="list-style-type: none"> • Describe simple patterns and relationships involving numbers <p>Measurement</p> <ul style="list-style-type: none"> • Estimate, measure, weigh and compare objects, choosing and using suitable non-standard and measuring instruments • Compare a range of measures; choose appropriate measuring equipment for different jobs. <p>Number - Place Value</p> <ul style="list-style-type: none"> • Relate addition to counting on; recognise that addition can be done in any order • Understand subtraction as 'take away' and find a 'difference' by counting up 	<ul style="list-style-type: none"> • Famous people are commemorated in works of art. • To make and build a 3D structure to commemorate either Florence Nightingale or Mary Seacole. <p><u>PSHE</u></p> <p>Relationships</p> <ul style="list-style-type: none"> • To communicate their feelings to others, to recognise how others show feelings and how to respond • To recognise that their behaviour can affect other people • The difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable 	<p><u>RE</u></p> <p>What is it like to live as a Jewish person?</p> <ul style="list-style-type: none"> • To explore and find out about objects that are important in the Jewish faith, showing care and respect. • To recognise and describe some Jewish artefacts and symbols and identify symbols that are important in their own lives. • To know that the Torah is a special book for Jews, that it is kept in the Synagogue and is handled in a certain way. • To know why and when Jewish people celebrate Shabbat and what it means and to identify special practices they take part in with their family.
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	<ul style="list-style-type: none"> Record in books confidently Use tens and units to add and take away 2 digits <p>Measurement</p> <ul style="list-style-type: none"> Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour Look at half past Count on or back in ones, twos, tens and use this knowledge to derive the multiples of 2, 10 to the tenth multiple Learn what a multiple is, missing numbers to 50 Sequence numbers in different groups, use number lines to work out jumps 	<ul style="list-style-type: none"> To recognise what is fair and unfair what is right and wrong To share their opinions on things that matter to them and explain their views To listen to other people and play and work cooperatively. 	<ul style="list-style-type: none"> To identify features of the Synagogue; what Jews do there and ask questions about how Jews worship there. To describe how Jews worship using appropriate vocabulary and to make comparisons to their own lives and practices.
<p><u>PE</u> Dance</p> <ul style="list-style-type: none"> Explore movement ideas and respond 	<p><u>Music</u> In the Groove</p> <ul style="list-style-type: none"> To listen to and appraise the song in various styles 	<p><u>Computing</u> Coding 1: Moving objects</p> <ul style="list-style-type: none"> To introduce children to concept of coding 	

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<p>imaginatively to a range of stimuli.</p> <ul style="list-style-type: none"> • Move confidently and safely in their own space, using change of speed, level and direction. • To remember and repeat a range of actions with a partner. • To compose and perform short dances with clear beginnings, middles and ends • The children follow the music and re-enact the story through dance 	<ul style="list-style-type: none"> • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To understand and use the first 2 notes of the C Major scale (C and D) while improvising and composing. • To play instruments to the music with/without notation • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song 	<p>using Espresso Coding software</p> <ul style="list-style-type: none"> • To create a sequence of instructions to make things happen. • Children will learn to make characters move in a given direction following a specific action. • Children will apply these skills to create an 'app' of their own. 	
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