

Year 1 - Miss Volossevich & Miss Vanos
Curriculum Overview
1st Half of Spring Term

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p><u>Non-Fiction: Information texts</u> Write sentences by re-reading what has been written to check that it makes sense. Name the letters of the alphabet in order. <i>Understand how written language can be structured such as how to build surprise in narratives and characteristic features of non-fiction</i></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. -Say whether a sentence is in an appropriate style for an information text. 	<p><u>Number and place value</u></p> <ul style="list-style-type: none"> -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -read and write numbers 1-20 (then up to 50) in numerals and words -identify and represent numbers using objects and pictorial representations including the numberline, and use the language of equal to etc -count, read and write numbers to 100 in numerals; count in multiples of 2's, 5's and 10's -counting objects -counting in twos, fives and tens <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> -read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -represent and use number bonds and related subtraction facts within 20 -given a number, identify one more and one less 	<p><i>Including: Art & design, Design & technology, Geography, History</i></p> <ul style="list-style-type: none"> -To find out who Florence Nightingale was. -To sequence the story of Florence Nightingale's life. -To compare nurses from the past with nurses from today. -To understand what changes Florence Nightingale made? -To identify where the Crimea War took place. (geog features) -To look at Florence Nightingale's route and add the main features to a map. -To identify what hospitals were like in Florence Nightingale's time and how she tried to make them better. -To learn why Florence Nightingale was called 'the Lady with the lamp'. -Mary Seacole 	<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> - identify and name a variety of animals - describe, compare and group animals - children will become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. - explore how animals live in their habitat - we will use the local environment throughout the year to explore and answer questions about animals in their habitat - identify and group animals as carnivores, herbivores and omnivores - identify and label parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) - identify and use the five human senses -using senses to compare different textures, sounds and smells.

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<p>-Write chronological and non-chronological texts using simple structures -Write sentences for an information text in an appropriate style.</p> <p><u>Poetry: Senses</u> <i>Listen to stories, poems and non-fiction that cannot yet be read independently.</i> -Practice and read the texts in unison, following rhythm and keeping time. -Explain the effect of patterns of language and repeated words and phrases. -Children list what they like to smell, taste etc. -Write their own poems based on their senses.</p>	<p>-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> <p><u>Measurement</u> -recognise and use language relating to dates, including days of the week, months of the year. -compare, describe and solve practical problems for mass and weight (heavy/ light, heavier than, lighter than) -measure and begin to record mass and weight -recognise and know the value of different denominations of coins and notes -show different combinations of coins worth the same value -tell the time to the hour and half past.</p> <p><u>Geometry</u> -describe position -left, right, top, middle, bottom, on top of, in front of, above, between etc</p>		
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<u>PE</u>	<u>Music</u>	<u>Computing</u>	<u>RE</u>
<p><u>Tennis</u></p> <ul style="list-style-type: none"> -raquet skills -ball skills - throwing, catching, hitting -partner work <p><u>FUNS Skills</u></p> <ul style="list-style-type: none"> -I can walk forwards and backwards with fluidity and minimum wobble. -I can walk forwards, lifting my knees up to a 90 degree angle and moving opposite arm and leg. -I can walk backwards, lifting my knees up to a 90 degree angle and moving opposite arm and leg. -I can stand on a line with both feet facing forwards, lift my heels up and hold for 10 seconds. I can stand on a low beam with 2 feet facing forwards and hold for 10 seconds. 	<p><u>Unit: In the Groove</u></p> <p><u>Style:</u> Blues, Baroque, Latin, Bhangra, Folk and Funk</p> <ul style="list-style-type: none"> -How to listen to music. -To sing the song. -To understand the geographical origin of the music and in which era it was composed. -To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. -learn about the interrelated dimensions of music -to work together in a band/ensemble -to develop creativity through improvising and composing within the song -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><u>Coding</u></p> <ul style="list-style-type: none"> -learn to move objects -be introduced to concept of coding—creating a sequence of instructions to make things happen. -learn to make characters move in a given direction following a specific action. -apply new skills to create an 'app' of their own 	<p><u>Parables</u></p> <ul style="list-style-type: none"> -To learn about and learn from the Parables of Jesus -To understand that parables have a hidden meaning. -To think about what parables might mean for the original hearers and us today. -The Parable of the Lost Sheep -The Parable of the Prodigal Son -The Parable of the Sower -The Parable of the Wise and Foolish Builders -The Parable of the Good Samaritan

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PSHE

-learn how to set a simple goal

-to learn about change and loss and the associated feelings (incl. losing toys and keys)

-to understand that household products, including medicines, can be harmful if not used properly

- To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them

To learn rules for and ways of keeping physically and emotionally safe, including road safety and the difference between secrets and surprises and understanding not to keep adults' secrets