

Year 1 - Miss Volossevich & Miss Vanos
Curriculum Overview
Spring 2 2017-2018

English	Mathematics	Topic	Science
<p><u>Non-Fiction: Information texts</u></p> <ul style="list-style-type: none"> - Recap the differences between fiction and non-fiction books. - Recap features of an information text. - Ask simple questions about what they want to find out about. - Write non-chronological texts - Write sentences for an information text in an appropriate style. <p><u>Narrative: Stories from other cultures</u></p> <p>Writes sentences by sequencing sentences to form short narratives</p> <ul style="list-style-type: none"> - Understands both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events - Write a plan for their story and sequence it. - make up their own characters, settings and objects. - write descriptive sentences to describe their setting. 	<p><u>Number and place value</u></p> <ul style="list-style-type: none"> -count, read and write numbers to 100 in numerals -ordinal numbers -odd and even numbers -identify and represent numbers using objects and pictorial representations including the numberline, and use the language of equal to etc <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> -add and subtract one digit and two digit numbers to 20 including zero -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><u>Measurement</u></p> <ul style="list-style-type: none"> -compare, describe and solve practical problems for capacity and volume (full/ empty, more than, half full) -measure and begin to record capacity and volume -tell the time to the hour and half past and draw hands on a clock face to show these times 	<p><u>Topic</u></p> <p><i>Including: Art & design, Design & technology, Geography, History</i></p> <ul style="list-style-type: none"> -To look at globes, atlases and maps -To learn what a continent is -To learn where Africa is -To think about what the children would need to take to Africa -To find similarities and differences between Africa and the UK (inc. weather) -To identify human and physical factors of parts of Africa -To learn about different land uses in Africa -To find out about the people who live in Africa -To locate different places in Africa using different resources -To create an African mask -To create an African sunset picture 	<p><u>Science</u></p> <p><u>Light and Dark</u></p> <ul style="list-style-type: none"> -To know that light is essential for seeing things. -To look at how other senses can be used to help identify and find things. -To compare sources of light. -To understand that darkness is the absence of light. -To know that the sun is the source of light for the Earth <p><u>Seasonal Change (Topic covered throughout the year)</u></p> <ul style="list-style-type: none"> -To observe changes across the four seasons -To observe and describe the weather associated with the seasons and how day length varies.

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<ul style="list-style-type: none">- discuss main elements of the story: what happens in the beginning, middle and end of the story, main characters, setting etc.- Draw and describe settings around the world.- use patterned language to write a story.	<p><u>Geometry</u></p> <ul style="list-style-type: none">-recognise and name common 3d shapes (KPI)-recognise and name common 2d shapes (KPI)-describe direction and position including whole, half, quarter and three quarter turns <p><u>Fractions</u></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		
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<u>PE</u>	<u>Music</u>	<u>Computing</u>	<u>RE</u>
<p>Dance</p> <ul style="list-style-type: none"> -To explore movement ideas and respond imaginatively to a range of stimuli -To move confidently and safely in their own space, using changes of speed, level and direction -To remember and repeat a range of actions with a partner -To explore the expressive qualities of the dance -To perform movement phrases using a range of body actions and body parts with a partner -To compose and perform dance phrases that express moods, ideas and feelings, with a partner -To work in groups to perform a set movement phrase -To perform dance phrases in a group that express moods and feelings -To compose and perform short dances with clear beginnings, middles and ends, that express and communicate ideas and feelings -To copy, watch and describe dance movements 	<p>Unit: Round and Round Style: Bossa Nova Latin</p> <ul style="list-style-type: none"> -To listen to and appraise songs in various styles -To play instruments with the song, with or without notation -To work together in a band/ensemble. -To develop creativity through improvising and composing within the song. -To understand and use the first six notes of C Major scale while improvising and composing. -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 	<p>Coding: Moving Objects and Simple Inputs</p> <ul style="list-style-type: none"> -To understand the concept of coding -To create sequences of instructions to make things happen -To make objects move or disappear -To create an app 	<p>Saints</p> <ul style="list-style-type: none"> -To describe what we might learn from stories about Saints and to describe some of the characteristics of a Saint. -To develop an understanding of the importance of Saints and All Saints Day and to make links to Christian behaviour. <p>Easter</p> <ul style="list-style-type: none"> -To know about the events of Jesus' entry into Jerusalem and to know that people thought he was special. -To know about the events of the Last Supper and to ask questions about why Jesus did what he did. -To talk about how people felt when Jesus died and how people show love. -To know about the events of Easter Sunday; to talk about how people felt when Jesus rose from the dead and to identify how they feel when people don't believe them.

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<p>Fun skills</p> <ul style="list-style-type: none"> -To roll the ball along the floor around a seated (or standing) body with 2 hands. -To roll the ball along the floor around a seated (or standing) body with 1 hand. -To roll a ball up and round my body standing or sitting with 1 hand in contact. To transfer the ball from one hand to the other where appropriate. -To sit holding hands with my partner and lean apart and together, 2 hands and 1 hand. -To rock forwards, backwards, side to side with my partner. -To stand holding my partner with two hands (hold wrists), then one hand and lean back with a long base for my feet. 	<p style="text-align: center;">the song</p> <ul style="list-style-type: none"> -To understand how the dimensions of music (pulse, rhythm, pitch) etc. are linked 	<p style="text-align: center;"><u>PSHE</u></p> <p>Core Theme: Relationships</p> <ul style="list-style-type: none"> -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 that people's bodies and feelings can be hurt (including what makes your pupils feel comfortable and uncomfortable) -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 -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -To offer constructive support and feedback to others -To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
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