

Year 1 - Miss Leamage  
Curriculum Overview  
First Half of the Spring Term 2023 - 2024

| <u>English</u>   | <u>Mathematics</u>  | <u>Topic</u>  | <u>RSHE:</u>   |
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| <p><b>Non-Fiction Information Texts</b><br/>Children will be learning about the difference between non-fiction and fiction texts.</p> <ul style="list-style-type: none"> <li>• Children will find and label non-fiction information text features.</li> <li>• Children will explore the difference between fiction wording style and non-fiction wording style.</li> <li>• Children will gain an understanding about why information texts are written. <ul style="list-style-type: none"> <li>• Children will write chronological and non-chronological texts.</li> </ul> </li> </ul> <p><b>Narratives</b><br/>Children will look at two books from different cultures/countries.</p> <ul style="list-style-type: none"> <li>• Children will think of their own setting.</li> <li>• Children will carefully plan their beginning, middle and end of a story.</li> <li>• Children will think of their own characters and use descriptive sentences.</li> <li>• Draw a story map for stories they have read.</li> <li>• Draw a descriptive picture of the books settings in different countries.</li> </ul> | <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• Count to and across 100 forwards and backwards.</li> <li>• Identify and represent numbers pictorially.</li> <li>• Read and write numbers up to 50.</li> <li>• Identify one more and one less of a given number.</li> <li>• Count in 2's, 5's and 10's (KPI)</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>• Represent and use number bonds and related subtraction facts within 20</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 = \_ - 9</math>.</li> <li>• Include different terms such as all together, total, take away</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Describe position</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Recognise and use language relating to dates.</li> <li>• Tell time to the hour and half past.</li> <li>• Understand weight and mass.</li> </ul> | <p><b>Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>• To understand that Florence Nightingale and Mary Seacole were strong women who never gave up.</li> <li>• To know that Florence Nightingale recognised the importance of being clean for good health.</li> <li>• To understand the role of a nurse today</li> <li>• To understand that famous (significant) people are remembered in art.</li> <li>• To understand that pictures / art of famous people often shows them doing what they were famous for.</li> <li>• To be able to identify significant objects linked to Florence Nightingale and her nursing.</li> <li>• To explore memorials / statues and other art structures that mark significant figures (Diana memorial, Pocahontas, local memorial just outside court building in Brentford)</li> <li>• To explore plasticine, clay and other modeling resources to build a 3D memorial of their own.</li> </ul> | <p><b>Living in a Wider World</b></p> <p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>• About examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• That different people have different needs</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>• How and why people use the internet</li> <li>• The benefits of using the internet and digital devices</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>• That everyone has different strengths, in and out of school</li> <li>• About how different strengths and interests are needed to do different jobs</li> </ul> <p><b>RE</b><br/>What is it like to live as a Jewish person?</p> <ul style="list-style-type: none"> <li>• Children will explore and find out about objects that are important in the Jewish faith, showing care and respect.</li> <li>• Children will recognise and describe some Jewish artefacts and symbols and identify symbols that are important in their own lives.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Find different combinations of coins worth the same amount.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Children will know that the Torah is a special book for Jews, that it is kept in the Synagogue and is handled in a certain way.</li> <li>• Children will know why and when Jewish people celebrate Shabbat and what it means and to identify special practices they take part in with their family.</li> <li>• Children will identify features of the Synagogue; what Jews do there and ask questions about how Jews worship there.</li> <li>• Children will describe how Jews worship using appropriate vocabulary and to make comparisons to their own lives and practices.</li> </ul> |
| <p style="text-align: center;"><u>PE</u></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• THEME: Counting<br/>To explore travelling actions and use counts of 8 to move in time with the music.</li> <li>• THEME: Trees and Leaves<br/>To remember and repeat actions and respond imaginatively to a stimulus.</li> <li>• THEME: Pirates<br/>To copy, remember and repeat actions that represent the theme.</li> <li>• THEME: Pirates<br/>To copy, repeat, create and</li> </ul> | <p style="text-align: center;"><u>Music</u></p> <p><b>In the Groove</b></p> <p>Build on learning about the differences between pulse, rhythm and pitch</p> <ul style="list-style-type: none"> <li>• To learn about different styles of music (Blues, Baroque, Latin, Bhangra, Folk and Funk)</li> <li>• To copy back rhythms and try creating own rhythms</li> <li>• To develop skills for following a conductor while singing/playing an instrument</li> <li>• To develop improvisation skills</li> <li>• To contribute to whole-class compositions</li> </ul> | <p style="text-align: center;"><u>Computing</u></p> <p><b>Coding 1: Moving objects</b><br/>(N.C. Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions)</p> <ul style="list-style-type: none"> <li>• Introducing children to concept of coding.</li> <li>• Create a sequence of instructions to make things happen.</li> <li>• Children will learn to make characters move in a given direction following a specific action. They will</li> </ul> | <p style="text-align: center;"><u>Science</u></p> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Children will identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>   |

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| <p>perform actions that represent the theme.</p> <ul style="list-style-type: none"><li>● THEME: The Lost Toy<br/>To use expression and create actions that relate to the story.</li><li>● THEME: The Lost Toy<br/>To use a pathway when travelling.</li><li>● THEME: Puddles<br/>To copy, repeat and choose actions that represent the theme.</li><li>● THEME: Puddles<br/>To show changes in expression, level and shape.</li></ul> |  | <p>then apply these skills to create an 'app' of their own.</p> |  |
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