

Year 1 - Miss Leverage
Curriculum Overview
Second Half of the Spring Term 2023 - 2024

| <u>English</u> | <u>Mathematics</u> | <u>Topic</u> | <u>RSHE:</u> |
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| <p>Narratives Books: Africa, We all went on safari and A is for Africa Writes sentences by sequencing sentences to form short narratives (KPI-W) 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 (KPI-R)</p> <ul style="list-style-type: none"> • Children will learn about stories from other cultures • Children will compare the settings that they know and the settings of the book • Children will sequence stories and create story maps. • Children will use patterned language to create a story. <p>Poetry: Senses Children will look at two books from different cultures/countries.</p> <ul style="list-style-type: none"> • Children will think of their own setting. • Children will carefully plan their beginning, middle and end of a story. • Children will think of their own characters and use descriptive sentences. • Draw a story map for stories they have read. • Draw a descriptive picture of the books settings in different countries. | <p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100 forwards and backwards. • Identify and represent numbers pictorially. • Read and write numbers up to 100. • Identify one more and one less of a given number. • Count in 2's, 5's and 10's (KPI) • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to etc • Understand ordinal numbers • Know even and odd numbers <p>Addition and subtraction</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 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. • Include different terms such as all together, total, take away <p>Geometry</p> <ul style="list-style-type: none"> • Describe position • Recognise and name common 2D and 3D shapes | <p>Child of the World</p> <ul style="list-style-type: none"> • To learn about school and school life in Ghana and Japan • To locate countries studied on a world map • To understand that the climate and physical geography of Ghana, Japan and Brentford are different. • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use basic geographical vocabulary to refer to key physical features including hill, mountain, ocean, river and key human features including city, town, village, house, office, shop • To learn about the work of a range of artists, craft makers and designers. • Recognise that the physical geography of an area is often reflected in its artwork. | <p>Belonging to a Community</p> <ul style="list-style-type: none"> • About examples of rules in different situations, e.g. class rules, rules at home, rules outside • That different people have different needs • How we care for people, animals and other living things in different ways • How they can look after the environment, e.g. recycling <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> • How and why people use the internet • The benefits of using the internet and digital devices • How people find things out and communicate safely with others online <p>Money and Work</p> <ul style="list-style-type: none"> • That everyone has different strengths, in and out of school • About how different strengths and interests are needed to do different jobs • About people whose job it is to help us in the community • About different jobs and the work people do <p>RE Why are Saints important in Christianity?</p> <ul style="list-style-type: none"> • Children will describe what we might learn from stories about Saints and to |

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| | <p>Measurement</p> <ul style="list-style-type: none"> • Recognise and use language relating to dates. • Tell time to the hour and half past. • Understand volume and capacity <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>describe some of the characteristics of a Saint.</p> <ul style="list-style-type: none"> • Children will develop an understanding of the importance of Saints and All Saints Day and to make links to Christian behaviour. <p>Why is Easter the most important festival for Christians?</p> <ul style="list-style-type: none"> • Children will know about the events of Jesus’ entry into Jerusalem and to know that people thought he was special. • Children will know about the events of the Last Supper and to ask questions about why Jesus did what he did. • Children will talk about how people felt when Jesus died and how people show love. • Children will 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. |
| <p style="text-align: center;"><u>PE</u></p> <p>Sending and Receiving</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. | <p style="text-align: center;"><u>Music</u></p> <p>Round and Round</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To learn about the features of Bossa Nova Latin music • To further build on understanding of pulse, pitch and rhythm and begin to understand how they are interrelated in a piece of music • To copy back rhythms and try creating own rhythms | <p style="text-align: center;"><u>Computing</u></p> <p>Representing information</p> <p>(N.C. Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content)</p> <p>Children will:</p> <ul style="list-style-type: none"> • Recognize that there is a connection between data collected, sorted and classified, and a pictogram. • Recognize that data can be represented by pictograms and that | <p style="text-align: center;"><u>Science</u></p> <p>Animals including Humans</p> <ul style="list-style-type: none"> • Children will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |

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| <ul style="list-style-type: none"> • To develop throwing and catching skills over a longer distance. • To apply sending and receiving skills to small games. | <ul style="list-style-type: none"> • To develop skills for following a conductor while singing/playing an instrument • To begin to understand how the singing portion of a piece of music is related to the instrumental part • To develop improvisation skills • To contribute to whole-class compositions | <p>the longer the column in a pictogram, the greater the value.</p> <ul style="list-style-type: none"> • Use a pictogram to help answer simple questions or surveys. • Enter data into a graphing package to create a pictogram and use it to find answers to simple questions or surveys. • Use a graphing package to produce a pictogram of collected data. • Present verbally what they have learnt from their pictograms. <p>(Software – J2e: JI5 Pictogram)</p> | |
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