



Year 1 Curriculum Overview Spring

English

Reading

We will be:

- Continuing applying phonic knowledge and skills to decode words.
- Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Fiction Writing

We will be:

- Exploring the works of Julia Donaldson and Traditional Tales, consolidating key sentence work from the Autumn Term.
- Using conjunction sentences – adverbials of time - yesterday, last night, an hour ago etc.
- Using conjunction (compound) sentences and, because, but.
- Writing descriptive sentences using adjectives, similes and prepositions.
- Using suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).

Non-Fiction Writing

We will be:

- Writing informal letters to Julia Donaldson.
- Writing instructions
- Introducing the simple and past tense.
- Introducing question and exclamation sentences.

Spellings and Phonics

We will be:

- Following the Little Wandle programme for phonics.
- Ensuring incorporation into writing through Revise, Teach, Practise, Apply strategies throughout the week.

Speaking and Listening

We will be:

- Articulating and justifying answers, arguments and opinions.
- Giving well-structured descriptions, explanations and narratives for different purposes.
- Maintaining attention and participate actively in collaborative conversations

Poetry

We will be:

- Exploring narrative poetry 'The Snail and The Whale' and performing this.

Topic: History

History

We will look at changes in living memory by answering the question: "Did our Grandparents play with the same toys we do?"

We will:

- Compare toys today (modern toys) to toys within living memory, recognising the similarities and differences.
- Using different sources to help, answer questions about toys from the past.
- Look at the different words we use to show the passing of time.

Science

'Everyday Materials'

We will be:

- identifying and naming a variety of everyday materials.
- naming and identifying an object and what it is made from.
- describing the properties of everyday materials by testing different objects.
- investigating suitable materials for different purposes by performing simple tests.
- comparing and grouping together a variety of everyday materials on the basis of their simple physical properties.
- Using observations and ideas to suggest answers to questions.
- Recording simple data and findings and begin to, with support, talk about them with using simple scientific language.

Maths

Number and place value (within 50)

- Recognise tens and ones
- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.
- Find one more, one less
- Count, read and write and order numbers to 50 in numerals.
- Use the language of: equal to, more than, less than (fewer), most, least.

Number: Addition and Subtraction

- Represent and use number bonds and related subtraction facts within 20.
- Add by counting on and making 10
- Subtract by crossing/not crossing 10
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Read, write and interpret mathematical statements involving (+), subtraction (-) and equals (=) signs using fact families to help.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = __ - 9$.

Measurement: length and height & weight & volume

- Measure and begin to record and compare lengths and heights, mass and volume
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).
- Introduce capacity
- Compare, describe and solve practical problems for length and heights, mass and volume.

Physical Education

In P.E. we will be:

Multi-skills

- Practising fundamental movement skills including walking, running, skipping, climbing.
- Learning a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

Dance

- progressing towards a more fluent style of moving, with developing control and grace.
- Develop overall body strength, co-ordination, balance and agility.
- Combine different movements with ease and fluency.

Computing

In **COMPUTING** we will be:

- E-safety- Keeping safe online.

Programming

- Moving A Robot
- Writing short algorithms and programs for floor robots and, predicting outcomes.

Data and Information

- Grouping data
- Exploring object labels, then using to them to sort and group objects by properties

Art

In **Art** we will be:

- Learning about and describing the work of the artist, Monet.
- Paint a landscape and cityscape in the style of Monet using colour and texture.
- compare shades and tones (recognising light and dark)

Music

In **Music** we will be: Learning about different styles of music.

- Naming and moving to different styles of music, including the Blues, Baroque, Latin, Irish Folk and Funk.
- Explore and improvise using tuned and untuned instruments.
- Latin Bossa nova song (round and round)
- Learn instrumental parts for the song and share in groups.

RE

In **R.E.** we will be looking at:

What do Christians believe about God?

- Understand 'God's Creation' and how important it is to Christians to look after our world.
- Understand different celebrations such as 'Harvest'.
- Understand how Christians talk to God through worship and prayer.

Design Technology

In **DT** we will be:

Textiles

- Templates and joining- Making finger puppets (linked to Toys and materials topic).
- Research and analyse different types of puppets
- Join textiles in different ways.
- Choose textiles considering appearance and functionality.
- Design, create and evaluate a finger puppet.

Spanish

In **Spanish** we will be:

- Learning words for colours.
- Learning words for clothing.

PSHE

In **PSHE** we will be:

- Online reputation, bullying, privacy and security and copyright and ownership.
- Setting simple goals and learning how to achieve it.
- Understanding how to work well with a partner.
- Understand how to tackle new challenges.
- Identifying obstacles that may make it harder to achieve new challenges and work out how to overcome them.
- Explaining how we feel after succeeding in a new challenge.

Trips and Visits

- Children will take a walk to our local library to explore books by the children's author Julia Donaldson.