



Curriculum Overview

Year 1 Spring Term

| Subject | Content |
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| Religious Education | <p>Forgiveness</p> <ul style="list-style-type: none">• know that there are times when we need to forgive and be forgiven• know the Parable of the Prodigal son and the story of the sinful woman and understand what these stories teach me about God's forgiveness and the chances he gives us to change.• recognise that we all make choices and there are consequences for every choice ((good and bad).• know how to show forgiveness and of how to show we really am sorry when we have made a bad choice. <p>Lent</p> <ul style="list-style-type: none">• understand stories in the Bible that teach me how to behave more like Jesus each day.• know some things that Jesus said and can use those sayings in my life.• know Jesus gives us a chance to change and Lent is a special time for us to try to change. <p>Holy Week</p> <ul style="list-style-type: none">• know some of the main events that took place in Holy week and can explain some of the story for these events. |
| Literacy | <p>Phonics: Phase 4 and 5 Letters and Sounds</p> <p>Reading:</p> <ul style="list-style-type: none">• decode unfamiliar words• use different strategies to work out unfamiliar words• reading for comprehension <p>Writing:</p> <ul style="list-style-type: none">• write a series of sentences based on personal experiences through:• report writing• instruction writing• recite familiar poems off by heart <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none">• write 'on the line'• letter 'size' – tall letters tall and small letters small• regular use of capital letters and full stops. |

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| | <ul style="list-style-type: none"> regularly write in sentences - a <u>minimum</u> of 4 sentences in each piece of work |
| Mathematics | <ul style="list-style-type: none"> counting sorting and properties of numbers to 100 odd/even place value and ordering understanding + and – problem solving and decisions money and real life problems measures-mass, length including problems shape and space-3D- identify and name properties reasoning about shapes |
| Science | <p>On-going practical scientific methods processes and skills throughout the year:</p> <ul style="list-style-type: none"> ask simple questions observe closely using simple equipment perform simple tests Identify and classify use observations and ideas to suggest answers to questions gather and record data to help answer questions |
| | <p>Biology: Plants</p> <ul style="list-style-type: none"> identify and name- including deciduous and evergreen. simple structure e.g. plant parts and functions |
| | <p>Physics: Seasonal changes, a continuous topic throughout the year</p> <ul style="list-style-type: none"> apparent movement of the sun changes over seasons weather- and day length change |
| Computing | <ul style="list-style-type: none"> develop basic keyboard skills, through typing and formatting text develop basic mouse skills develop skills in storing and retrieving files and combining texts and images discuss how they could improve their work develop skills in saving and storing sounds on the computer understand how a talking book differs from a paper-based book share recordings with an audience |

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| <p>Creative Curriculum</p> | <p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.(See Creative Curriculum Two Year Cycle).</p> |
| | <p>Spring: Water Main focus: Geography-Our Island home We will use how a storybook about a Scottish Island to develop an understanding of geographical features and places.</p> <ul style="list-style-type: none"> • use information books/pictures as sources of information. • draw picture maps of imaginary places from the story • use their own symbols on a map • learn simple geographical vocabulary e.g. cliff, sea, beach, island • use relative vocabulary when talking about a place e.g bigger/ smaller • learn the names of some places in the UK • give reasons for their likes and dislikes about a place |
| <p>Physical Education</p> | <p>Gymnastics</p> <ul style="list-style-type: none"> • Explore basic gymnastic actions and develop some control and coordination • Begin to associate these actions with words, signs and symbols • Link and repeat actions with help • Understand how to use space and apparatus safely • Change their movements to avoid other children • Feel the difference in their body when they are tense and relaxed, and stretch fingers and toes • Know how to start and finish their movement phrases |
| <p>PSHE:</p> | <ul style="list-style-type: none"> • begin to describe how needs are different from wants • identify and names some feelings and expresses some of their own positive qualities • begin to share their views and opinions (for example talking about fairness) • set themselves simple goals (for example sharing toys) • describe some of the groups and communities they belong to and recognises that people in their communities are different |