



Curriculum Overview

Year 1 Spring Term

Subject	Content
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• know 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: write a series of sentences based on personal experiences through: Traditional tales. Plan their writing by:</p> <ul style="list-style-type: none">• Explaining which is their favourite part of a traditional tale, giving reasons• Writing an extended sentence using description• Using 'because' to join two simple sentences

	<ul style="list-style-type: none"> • Understanding that proper nouns (names) have capital letters <p>Pattern and rhyme. Plan their writing by:</p> <ul style="list-style-type: none"> • Writing new words and phrases to create a list poem • Performing a poem to others <p>Stories with familiar settings. Plan their writing by:</p> <ul style="list-style-type: none"> • Writing what someone says in a speech bubble. • Writing in complete sentences with correct punctuation. • Using a capital 'I' for the personal pronoun • Sequencing sentences to form short narratives <p>Instructions. Plan their writing by:</p> <ul style="list-style-type: none"> • Giving clear oral instructions to a partner • Extending a sentence using words like 'and' and 'because' • Writing in complete sentences • Sequencing sentences to make a narrative. <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. • regularly write in sentences - a <u>minimum</u> of 4 sentences in each piece of work • All standard 1 punctuation correctly used
<p>Mathematics</p>	<p>Number and place value</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p>Measurement</p> <ul style="list-style-type: none"> • measure and begin to record the following: <ul style="list-style-type: none"> – <i>lengths and heights</i> – <i>mass/weight</i>

	<p>– <i>capacity and volume</i></p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <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 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>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> – 2-D shapes [for example, rectangles (including squares), circles and triangles] – 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry: position and direction</p> <ul style="list-style-type: none"> describe position, direction and movement
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, an on-going 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

	<p>formatting text</p> <ul style="list-style-type: none"> • 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
Creative Curriculum:	<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: Leaders Main focus: Art and Design We will explore different kinds of sculptures including sculptures, of famous people, and use a variety of media to make our own.</p> <ul style="list-style-type: none"> • can manipulate clay in a variety of ways for a purpose • can experiment with constructing and joining man-made and natural materials • can use a variety of tools and techniques including different brush sizes • can talk about what they like and what they would like to change about their own work
Physical Education	<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>Net and Wall games</p> <ul style="list-style-type: none"> • show awareness of opponents and team-mates when playing games

	<ul style="list-style-type: none"> • perform basic skills of rolling, striking and kicking with more confidence • apply these skills in a variety of simple games • make choices about appropriate targets, space and equipment • use a variety of simple tactics • describe how their bodies work and feel when playing games
PSHE:	<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