

## Year 1 Spring Term – Curriculum Overview 2021-2022

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
English	<p><b><u>Narrative: Contemporary Fiction</u></b>  <b>The Last Noo-Noo</b> by Jill Murphy                      The children will read the text using their phonic skills to help decode vocabulary, including words with more than one syllable and words with contractions. They will be encouraged to re-read the text in order to build up fluency and confidence. Through discussion work the children will learn how to make inferences about what is said and done.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• to use capital letters for names of people and the personal pronoun 'I'</li> <li>• to join words and clauses in sentences using 'and'</li> <li>• to leave spaces between words</li> <li>• to make vocabulary choices when writing sentences</li> </ul> <p><b><u>Non Fiction: Recount</u></b>  <b>Here Comes Mr Postmouse</b> by Marianne Dubuc                      The children will read the episodic story of Mr Postmouse using their phonic knowledge skills to help decode words, including words with more than one syllable. They will be encouraged to re-read the complex text to build up their levels of fluency and confidence. The children will be taught to identify the beginning, middle and end of stories while also being shown how to comment on aspects of the story that interest them.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• use capital letters for names of people, places and the personal pronoun 'I'</li> <li>• join words and clauses in sentences using 'and'</li> <li>• leave spaces between words</li> <li>• make vocabulary choices when writing sentences</li> </ul>	<p><b><u>Non Fiction : Instructions</u></b>  <b>How to Wash a Woolly Mammoth</b> by Michelle Robinson                      The children will learn about instructions and persuasion by exploring Michelle Robinson's book about the character Woolly Mammoth. They will practise giving and receiving instructions about everyday activities and will then write and illustrate their own version of the Woolly Mammoth story focusing on the use of time vocabulary such as first, next or finally.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• consolidate using capital letters for names of people, places, the days of the week and the personal pronoun 'I'</li> <li>• practise joining words and clauses in sentences using 'and'</li> <li>• consistently leave spaces between words</li> <li>• make vocabulary choices when writing sentences</li> </ul> <p><b><u>Poetry: Free Verse Poetry</u></b>  <b>One Silver Speck</b> by Laura Purdie Salas (+ a selection of other poems)                      Through listening to different examples of free verse poetry – those without defined rhythms or rhyme – the children will examine the way poets use vocabulary and phrases to stimulate the imagination. The children will be taught how to compose &amp; construct their own poems by developing ideas from original poems and by generating their own rich word choices based on a given theme.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• consolidate understanding of using capital letters for names of people, places, the days of the week and the personal pronoun 'I'</li> <li>• consolidate the technique of joining words and clauses in poetry lines using 'and'</li> <li>• apply the practice of leaving spaces between words</li> <li>• demonstrate making vocabulary choices when writing sentences</li> </ul>
	<p><b><u>Reading</u></b>                      The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. During Guided Reading lessons, they will read fiction, non-fiction texts and poetry. They will be encouraged to discuss new vocabulary and ask and discuss their own questions, as well as answer questions put to them by their teacher.</p> <p><b><u>Phonics</u></b>                      The synthetic phonics programme 'Letters &amp; Sounds' will be used as the basis for teaching phonics. The children will first revise Phase 3 and 4. They will then start to work on Phase 5 that introduces new alternative phonemes. During the daily phonics lesson, the children will continue to practise the skills of blending and segmenting words and apply their knowledge in sentences dictated to them.</p>	

	<p><b><u>Handwriting</u></b> Handwriting will be taught in conjunction with phonics teaching. Attention will be paid to using the correct starting point for each letter, maintaining the appropriate direction of hand movement and shaping the letter with increased levels of precision.</p>	
<b>Mathematics</b>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Counting on and back in ones to 100 <b>Recap</b></li> <li>Understanding place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions</li> <li>Recognising, reading and beginning to write numbers to 100 <b>Recap</b></li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Finding number bonds to 10 <b>Recap</b></li> <li>Counting on 1, 2, 3 more than numbers up to and just beyond 20 <b>Recap</b></li> <li>Adding 1-digit to 2-digit numbers</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Gaining more confidence in counting in patterns of 2, 5 &amp; 10 <b>Recap</b></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Beginning to recognise units of time (minutes, hours, days, weeks, months, years)</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Comparing and measuring weight using non-standard uniform units</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Recognise, name and describe cubes, spheres, cones, cuboids, pyramids</li> <li>Sorting 3D shapes according to their properties using Venn diagrams</li> <li>Describing position, direction and movements including half turns, using common words</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Starting to recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p, £1 coins</li> </ul>
	<p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop <b>fluency</b>, <b>mathematical reasoning</b> and competence in <b>solving problems</b>. They will also apply their mathematical knowledge to science and other subjects.</p>	
<b>Science</b> Taught by Mrs Giggle	<p><b><u>Plants</u></b> The children will be taught to identify &amp; name a variety of common wild &amp; garden plants from the local environment including trees. The children will learn how to name &amp; draw the main parts of a plant. Over the course of the term, the children will grow their own flowers &amp; vegetables from seed &amp; harvest them as the food to eat. During the growing process of their plants, the children will study the changes that take place through the seasons. The children will discover what is meant by the four seasons.</p>	
	<p>As part of our focus on <b>working scientifically</b>, the children will be using their observations and ideas to suggest answers to questions during this project. This will be in addition to developing their identifying and classifying skills</p>	
<b>Computing</b>	<p><b><u>Databases and Graphing: Pictograms</u></b> This unit is an introduction to pictograms and looking at how they can be used to represent data. Using 2Count, the children will collect class data, which they can use to make simple pictogram.</p>	<p><b><u>On-line Safety</u></b> Within the safe space of Purple Mash, the children will begin to learn how to use technology responsibly. Familiarise themselves with keeping their login details safe and always logging out; learning how to open and save work; and finding messages and work set by their teacher within the safe space of purple mash.</p>
	<p><b>Online safety will be an ongoing message in all lessons as well as a separate unit of learning.</b></p>	
<b>Art &amp; Design and</b>	<p><b><u>Art &amp; Design - Line, colour and texture</u></b> The children will begin their art project by looking at different buildings in our local area. They will be asked to record what they see from first</p>	<p><b><u>DT – Food (fruit preparation for jellies)</u></b> The children will learn how to undertake simple food preparation techniques using familiar kitchen tools and cooking equipment. They will</p>

<b>Design Technology (DT)</b>	<p>hand observation through the drawing of sketches and by taking simple wax rubbings. The class will be encouraged to examine &amp; talk about the similarities and differences of surface textures used in the buildings they have studied. We will seek to identify the different shades in the buildings' colours and to use paint mixing to recreate them in an image. These images will be adapted through printing techniques to create a printed design. Finally, the 2D images will be developed into 3D relief sculptures through the use of clay modelling to create a decorative tile.</p>	<p>explore ways of combining different components/ingredients to create simple food products such as fruit jellies for a particular purpose. In doing this the children will develop their making skills by learning how to adapt &amp; change ingredients according to taste, appearance or texture to create products that contributes to a varied &amp; balanced diet. Through this activity children will develop an awareness of health and safety processes and learn that the quality of a finished product depends on how well it is made and presented.</p>
<b>History and Geography</b>	<p><b><u>History - Exploring homes</u></b> In our project history focusing on homes, the children will learn that people live in different types of houses. They will observe &amp; draw homes in and around our village locality and be encouraged to recognise the common external features that exist on all domestic dwellings. We will investigate homes built a long time ago and compare &amp; contrast them to modern structures. Moving inside the home, we will look at household objects from a long time ago and explore how these were used in everyday life.</p>	<p><b><u>Geography - Investigating people and their communities</u></b> In this geography unit, the children will explore four different world journeys. After examining their local area, they will move on to look at coastal, rainforest, dry (desert) and world city locations. In doing this the children will learn to name and locate the world's seven continents as well as find out about the human and physical geography of a small area in several non-European countries. By employing virtual technology along with imagined journeys, we will help the children to identify similarities and contrasts in these different places.</p>
<b>Music</b> Taught by Mrs Giggle	<p><b><u>Exploring Pitch</u></b> The children will be taught how to experiment &amp; explore imaginative ways of using voices. There will be a particular emphasis on singing with control to create softer and louder sounds. They will be taught to sing simple melodies accurately and at their own pitch. The introduction to instruments will continue with the children being taught to play them with control and sensitivity.</p>	
<b>Personal Social Health Economic Education (PSHE)</b>	<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• <b>Belonging to a community:</b> What rules are; caring for others' needs; and looking after the environment</li> <li>• <b>Media literacy and digital resilience:</b> Using the internet and digital devices; and communicating online</li> <li>• <b>Money and work:</b> Strengths and interests; and jobs in the community</li> </ul>	
<b>Physical Education (PE)</b> Taught by Mr Wylie	<p><b><u>Gymnastics: shapes, travelling and balances</u></b> The children will focus on the skills of. They will explore basic and core shapes, examine big/small body parts, combine and transition between big, small, wide, narrow and curled shapes, explore balances on their own as well as with partners, and learn to link movements together. <b><u>Team games: attach v defence.</u></b> Within in this topic children will be gaining an understanding of the principles of attack, applying attacking and defending principles into a game and consolidating attack/defending.</p>	<p><b><u>Dance -'The zoo'</u>,</b> The children will explore different expressions, developing movements and adding movements together, responding to a rhythm: introducing partner work, creating an animal sequence motif and exploring relationships within our motifs. <b><u>Ball skills: hands</u></b> The children will be introduced to throwing with accuracy, applying throwing with accuracy in a team, introduce stopping a ball with control as well as developing sending skills to score a point and consolidate sending and stopping to win a game.</p>
<b>Religious Education (RE)</b> Taught by Mrs Giggle	<p><b><u>Celebrations - Christianity, Judaism, Hinduism &amp; Islam</u></b> During the spring term the children will be introduced to stories associated with the life of St. Francis. In linked work they will be encouraged to identify an animal with which they have/would like to have a special relationship and write a report about how they care/would like to care for it. We will also investigate some of the beliefs that the Muslim community has about the relationship between humans and animals with the aim of developing a caring attitude towards animals and the environment.</p>	

