

Year One Spring Term – The New Curriculum Overview 2017

SUBJECT	1 st Half Term	2 nd Half Term
English Writing	<p><u>Stories with repeating patterns</u> Key Text: Bring the rain to Kapiti Plain, by Verna Aardema Key Text: Handa’s Hen by Eileen Brown The children will read stories with repeating patterns such as Bring the Rain to Kapiti Plain. They will learn to retell the story using flow charts, descriptive words & correctly punctuated sentences. They will also read counting stories like ‘Handa’s Hen’ & ‘We All Went on Safari’ before writing their own versions. Grammar and Punctuation work will concentrate on writing complete and correctly punctuated sentences.</p> <p><u>Traditional Tales</u> Key Text: Little Red Riding Hood Key Text: Anancy and Mr Dry-Bone by Fiona French The children will listen to entertaining traditional tales and be encouraged to share their own favourites traditional stories. Using texts such as ‘The House that Jack Built’ and ‘Anancy and Mr Dry-Bone’ the children will be taught how to discuss settings, plots and characters, then design a character and write their own version. Grammar and Punctuation work will concentrate on using capital letters for proper names. We will also be focusing on using full stops and capitals to demarcate sentences.</p>	<p><u>Instruction Writing</u> Key Text: Don’t let the pigeon stay up late by Mo Willems The children will learn about instructions and persuasion by exploring Mo Willems books about the character Pigeon. They will practise giving and receiving instructions about everyday activities and will then write and illustrate their own ‘Don’t let the Pigeon’ story. Grammar and Punctuation work will concentrate on writing complete and correctly punctuated sentences which have capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</p> <p><u>Humorous Poems</u> Key Text: It Takes One to Know One, by Gervase Phinn This Poetry unit will provide the children with an opportunity to explore how capital letters are used at the beginning of people’s names and the beginning of sentences. Children will be shown how to join their ideas together and use sentences to express their ideas creatively. Grammar and Punctuation work will include writing proper names using capital letters. In addition we will use capital letters for the start of lines in a poem.</p>
English Reading	<p>Phonics teaching for Reading and Spelling will focus on more complex vowel digraphs & trigraphs in preparation for the National Screening tests. Blending strategies will be taught to develop reading proficiency while segmentation techniques will be taught to support spelling for writing.</p> <p><u>Independent Reading</u> The children will continue to progress through our structured reading scheme following their own individualised path. They will build up their own sight vocabulary (immediately recognised words) and put their phonics skills into action in order to decode unfamiliar vocabulary. As the children become more proficient & fluent, expression will be encouraged and comprehension skills developed.</p> <p><u>Guided Reading</u> The children will be introduced to different genres to suit their reading ability, including: information texts and poetry with descriptive language.</p>	

Mathematics	<p><u>Key skills for this term:</u></p> <p>Number and Place Value Count on and back in ones to 100. Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions. Recognise, read and write numbers to 100.</p> <p>Addition and Subtraction Find number bonds to 10 and subitise to 10. Count on 1, 2, 3 more than numbers up to and just beyond 20 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on.</p> <p>Multiplication and Division Gain more confidence in counting in patterns of 2, 5 & 10.</p> <p>Measurement Begin to recognise units of time (minutes, hours, days, weeks, months, years).</p> <p>Measurement Compare and measure weight using non-standard uniform units.</p> <p>Geometry Recognise, name and describe cubes, spheres, cones, cuboids, pyramids Sort 3D shapes according to their properties using Venn diagrams. Describe position, direction and movements including half turns, using common words.</p> <p>Money Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p, £1 coins.</p>	
Science	<p><u>Biology - Plants</u> The children will be taught to identify & name a variety of common wild & garden plants from the local environment including trees. The children will learn how to name & draw the main parts of a plant. During the term the children will grow their own flowers & vegetables from seed & 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>	
PSHE	<p><u>Going for goals</u> The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness and motivation.</p>	<p><u>Good to be me</u> The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness, managing feelings and empathy.</p>
RE	<p><u>Celebrations - Christianity, Judaism, Hinduism & Islam</u> 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>	
Geography	<p><u>Investigating the local environment</u> During this Geography topic the children will learn to use simple field work and observational skills to study the geography of our school and its grounds. We will also explore the key human and physical features of its surrounding environment. Having made these investigations the children will then be taught how to use simple directional language to describe the location of the features they have seen on a map. Finally the class will use aerial photographs and plans to recognise familiar local landmarks and the basic human physical features of our local area.</p>	

Art & Design	<p><u>Self Portraits</u></p> <p>In this Art & Design unit the children will be taught how to make self-portraits which communicate ideas about themselves & their special interests. They will be introduced to gallery quality images of children in drawings, paintings and photographs (such as John Singer Sargent's 'Carnation, Lily, Lily, Rose') along with artists' self-portraits in order to develop ideas about how they will portray themselves. They will be helped to investigate a range of drawing materials & techniques and learn how to mix and use colour in a painting.</p>
Design & Technology	<p><u>Mechanisms (puppets)</u></p> <p>In this unit the children will develop an understanding of simple mechanisms through designing and making moving puppets. These will be based on characters originated by the children themselves, drawing inspiration from literature, art and the media. The children will develop their understanding of how movement can be created by investigating everyday products and making simple levers and sliders which will give their puppet toys movement.</p>
Music	<p><u>Exploring Pitch</u></p> <p>Music lessons will be taught by Mrs Giggle. The children will be taught how to experiment & 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>
PE	<p><u>Gymnastics & Dance</u></p> <p>The children will learn the importance of being active and to recognise & describe how their bodies feel before, during and after different activities. They will be taught to become more controlled and co-ordinated in their response to simple instructions such as changing directions or speed during running exercises. As Country Dancing is introduced during the later stages of the term, the children will be asked to explore the rhythm of traditional folk music, moving with the beat, gradually working up towards the construction of a sequence of movements. They will be taught how to work as part of a team to perform the Circassian Circle dance in front of an audience.</p>
Computing	<p><u>Communicating information</u></p> <p>During this unit the children will be taught that different objects can be identified & described with key words taken from computer vocabulary banks. They will learn that objects can be organised according to specific criteria such as colour, shape and size and will undertake to do this for themselves. The children will also learn that different forms of data can be collected and presented in useful pictograms, graphs and charts. This work will culminate in the children conducting their own class surveys with them communicating the information gathered in different appropriate ways.</p>