

Year 1 Spring Term Curriculum Overview 2020

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|--|---|--------|--------|---|---|--|--|--------|---------|---------|-----------------|
| MATHEMATICS | On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens To 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 To represent and use number bonds and related subtraction facts within 20 To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. To understand a symbol being used for an unknown quantity To solve word problems involving addition and subtraction To add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on To recognise and name common 2-D and 3-D shapes To sort objects on to a Venn diagram To recognise and use language relating to dates, including days of the week, weeks, months and year. | | | | | Assessment Week | On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To know number properties, including odd and even To count in multiples of twos To recognise, find and name a half as one of two equal parts of an object, shape or quantity To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. To represent and use number bonds and related subtraction facts within 20 To use number facts to 10 to solve problems including word problems To recognise and use language relating to dates, including days of the week, weeks, months and years To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. To compare and measure lengths or heights using non-standard uniform units To add and subtract one-digit and two-digit numbers to 20, including zero To understand place value in 2-digit numbers To count on and back in 10s from any number up to 100. | | | | | Assessment Week |
| | ENGLISH | <u>The Robot and the Bluebird by David Lucas</u> <ul style="list-style-type: none"> To infer how a character feels and give opinions on why To introduce speech marks To understand poetry and use it to describe seasons based on our senses To create performance poetry To understand and use verbs To research non-fiction information on Bluebird. To identify Non-chronological report. To deepen their understanding of the characters and setting using adjective. To know the features of letter writing and be able to write a letter. To produce a story map To be able to retell a story To be able to act out a scene understanding a character's feelings To write a book review. | | | | | HALF TERM | <u>Beegu by Alexis Deacon</u> <ul style="list-style-type: none"> To understand and write speech bubbles and speech marks To introduce the use of a thesaurus To deepen their understanding of the characters and setting using adjectives. To make predictions on a story. To embed the use of conjunctions into their writing To understand instructional texts using imperative verbs and time connectives. To use adjectives for descriptive writing To know the features of an information text and to be able to use these in their own non-fiction booklets based on the planets To write a book review. | | | | |
| Possible writing outcomes <ul style="list-style-type: none"> Narrative writing Poetry and performance Non Chronological report –information leaflet Recount of a story Book review. | | | | | Possible writing outcomes <ul style="list-style-type: none"> Grammar - Dialogue and speech marks Descriptive writing Instructional texts Instructional non-fiction booklets. | | | | | | | |
| SCIENCE | <u>Plants</u> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants To identify and name the roots, trunk and leaves of a tree. | | | | | <u>Animals</u> <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals. | | | | | | |

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| HISTORY | | | | | | | History Topic to be confirmed for the second half of the Spring Term | | | | | |
| GEOGRAPHY | <p><u>What will we see on our Journey Around the World?</u></p> <ul style="list-style-type: none"> • To describe the location and place that they live in as part of the UK • To name the continents of the world and find them in an atlas • To understand what a city is and locate world cities on a map • To understand what the coast is like, and to see it through the eyes of someone who lives there • To understand what living in a rainforest is like, and to compare it with our own lives • To understand how and why different buildings are built to suit different places, using the example of Timbuktu • To explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like. | | | | | | | | | | | |
| ART | <p><u>Expressionism</u></p> <ul style="list-style-type: none"> • To learn about a range of artists during 1900s • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media • Use a variety of tools and techniques including the use of different brush sizes and types • Talk about and show their own ideas in their artwork • Experiment with and select the correct tools and materials appropriate to the technique and topic • Say what they broadly think of their artwork and the artwork of others • Discuss how art changed through the era. <p><u>Artists</u> Picasso, Dali, Lowry</p> | | | | | | | | | | | |
| DT | <p><u>Lighthouse Keepers Lunchbox</u></p> <ul style="list-style-type: none"> • To explore and evaluate a range of existing products in the context of evaluating the basket used to transport the lighthouse keeper’s lunch • To evaluate a product’s ability to do a job well • To explore and evaluate a range of existing products in the context of evaluating existing lunch boxes. • To investigate and evaluate existing products • To select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box • To explore different materials and decide which will be useful for making my product • To select from and use a wide range of tools and equipment to perform practical tasks in the context of selecting and using the correct tools and equipment to make a lunch box • To select and use tools and equipment to make a product • To evaluate their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria • To test a product and then evaluate it • To use evaluations to make improvements. Is my lunchbox environmentally friendly? <p><u>Designers</u> Orla Keily, Joseph Joseph, Elephant Box</p> | | | | | | | | | | | |

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| COMPUTING | <p>COMPUTING STRAND: Computer Science Unit 1.5 Maze Explorers - Program; 2Go</p> <ul style="list-style-type: none"> To understand the functionality of the basic direction keys in Challenges 1 and 2 To be able to use the direction keys to complete the challenges successfully To understand the functionality of the basic direction keys in Challenges 3 and 4 To understand how to create and debug a set of instructions (algorithm) To use the additional direction keys as part of their algorithm To understand how to change and extend the algorithm lis. To create a longer algorithm for an activity To provide an opportunity for the children to set challenges for each other To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try. | <p>COMPUTING STRAND: Digital Literacy Unit 1.9 Technology Outside School - Program; Writing Templates</p> <ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used To record examples of technology outside school. | <p>COMPUTING STRAND: Information Technology Unit 1.6 Animated Story Books - Programs; 2Create A Story</p> <ul style="list-style-type: none"> To be introduced to e-books and to 2Create a Story To continue a previously saved story To add animation to a story To add sound to a story including voice recording and music the children have created To work on a more complex story including adding backgrounds and copying and pasting pages To use additional features to enhance their stories. To share their e-books on a class display board. | Catch-up/ Consolidation | |
| PE | <p>Gymnastics</p> <ul style="list-style-type: none"> To identify and use simple gymnastics actions and shapes Apply basic strength to a range of gymnastics actions To begin to carry basic apparatus such as mats and benches To recognise like actions and links To master basic movements and develop agility, balance and co-ordination To extend performance in movement patterns and sequence. | | <p>Attack, Defend Shoot</p> <ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and co-ordination To develop fundamental movement skills in a variety of games To engage in competitive situations with some attacking and defending skills. | | |
| MUSIC | <p>Unit: In The Groove Styles covered (Historical context): Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listen & Appraise:</p> <ul style="list-style-type: none"> Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities:</p> <ul style="list-style-type: none"> Games <ul style="list-style-type: none"> Begin to internalise, understand, feel, know how the dimensions of music work together Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing <ul style="list-style-type: none"> Start to sing, learn about singing and vocal health Begin to learn about working in a group/band/ensemble. Playing <ul style="list-style-type: none"> Start to play a classroom instrument in a group/band/ensemble. Improvisation <ul style="list-style-type: none"> Begin to explore and create your own responses, melodies and rhythms. Composition <ul style="list-style-type: none"> Begin to create your own responses, melodies and rhythms and record them in some way. <p>MUSIC STRAND: Perform/Share</p> | | <p>Unit: Round And Round Styles covered (Historical context): Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listen & Appraise:</p> <ul style="list-style-type: none"> Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities:</p> <ul style="list-style-type: none"> Games <ul style="list-style-type: none"> Begin to internalise, understand, feel, know how the dimensions of music work together Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing <ul style="list-style-type: none"> Start to sing, learn about singing and vocal health Begin to learn about working in a group/band/ensemble. Playing <ul style="list-style-type: none"> Start to play a classroom instrument in a group/band/ensemble. Improvisation <ul style="list-style-type: none"> Begin to explore and create your own responses, melodies and rhythms. Composition <ul style="list-style-type: none"> Begin to create your own responses, melodies and rhythms and record them in some way. <p>MUSIC STRAND: Perform/Share</p> | | |

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| | <ul style="list-style-type: none"> • Begin to work together in a group/band/ensemble and perform to each other and an audience • Discuss/respect/improve your work together. | <ul style="list-style-type: none"> • Begin to work together in a group/band/ensemble and perform to each other and an audience • Discuss/respect/improve your work together. |
| SRE/ PSHE | <p>Internet Safety</p> <ul style="list-style-type: none"> • To recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time • To make good choices about age appropriate activities • To suggest basic ways to keep safe online. E.g. Keeping passwords safe or recognising that they need to know who they are sharing knowledge with online. <p><u>Cross-curricular with English</u></p> <ul style="list-style-type: none"> • To be able to identify and interpret feelings through facial expressions and identifying positive qualities • To communicate feelings to others and identify how others show feelings. <p><u>Cross-curricular with Geography</u></p> <ul style="list-style-type: none"> • To be aware of what people can do to improve/harm the local community and environment. <p><u>Children's Mental Health Week</u></p> <ul style="list-style-type: none"> • To recognise what they are good at • To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something. <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> • To know how to ask for help when worried (worry box) • To listen to each other and work and play cooperatively • To learn how to contribute to the life of the classroom • To agree to and follow rules and understand how rules help them. (ongoing and through circle time). | <p>SRE</p> <ul style="list-style-type: none"> • To understand how to keep themselves clean. • To identify similarities and differences between themselves and the opposite gender. • To know about growing and changing and that babies grow into children and then into adults. • To describe their family and understand why everyone's family is special. • To identify which people look after them and who to go to if they are worried. <p><u>Cross-curricular with English</u></p> <ul style="list-style-type: none"> • To be able to identify and interpret feelings through facial expressions and identifying positive qualities • To communicate feelings to others and identify how others show feelings. <p><u>Cross-curricular with Science</u></p> <ul style="list-style-type: none"> • To understand that people and living things have needs and that they have responsibilities to meet them. <p><u>Cross-curricular with Geography</u></p> <ul style="list-style-type: none"> • To be aware of what people can do to improve/harm the local community and environment. <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> • To know how to ask for help when worried (worry box) • To listen to each other and work and play cooperatively • To learn how to contribute to the life of the classroom • To agree to and follow rules and understand how rules help them. (ongoing and through circle time). |
| IVRIT | <p>Topic: Family</p> <ul style="list-style-type: none"> • To be able to say mum, dad, brother and sister in Ivrit • To be able to say grandma and grandpa in Ivrit • To use photos of your actual family to make a family tree and label everyone in Ivrit • To be able to use the word mishpacha <p>Topic: Tu BiShvat</p> <ul style="list-style-type: none"> • To be able to say fifteen different fruits in Ivrit. | <p>Topic: Purim</p> <ul style="list-style-type: none"> • To know the main symbols of Purim in Ivrit • To know the meaning of, and be able to sing, chag Purim • To know the meaning of and be able to sing Mishenichnas Ada. <p>Topic: Pesach</p> <ul style="list-style-type: none"> • To hear the story of Pesach with common words in Ivrit, through Bentzi • To know the ten plagues in Ivrit and their meaning • To know what the words l'shana haba mean |
| JS | <p>Hebrew Reading:</p> <ul style="list-style-type: none"> • To reinforce the five final letters • To understand what havarot are and be able to split up basic words (up to 3 syllables) • To focus on the difference between shin and sin • To practise reading Adon Olam (tefillah link). <p>Parasha:</p> <ul style="list-style-type: none"> • Parashat Vayechi - following good examples • Parashat Shemot - knowing our Jewish name • Parashat Vaera - recognising Hashem in our everyday lives • Parashat Bo - obeying instructions • Parashat Beshalach - being brav. • Parashat Yitro - respecting and listening to our parents. <p>Jewish Way Of Life: Kashrut</p> <ul style="list-style-type: none"> • To introduce the topic of Kashrut • To know what makes animals kosher | <p>Chagim: Purim</p> <ul style="list-style-type: none"> • To know the Purim story • To make a megillah for Purim • To understand the four mitzvot of Purim • To make Purim puppet. • To make hamantaschen • To celebrate Purim at school. <p>Parasha:</p> <ul style="list-style-type: none"> • Parashat Teruma - doing a mitzvah in the best way • Parashat Tetzaveh - carrying out a task with enthusiasm. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> • To role play the story of Pesach • To know the order of the seder |

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- To know what makes birds kosher.
- To be able to identify milk and meat foods
- To understand the concept of parev and be able to identify parev foods
- To know what makes fish kosher.

Chagim: TuB'Shvat

- To understand the uses of trees and wood
- To know what the shivat haminim are
- To experience a Tu B'shvat seder, sampling 15 fruits.

- To know what's on the seder plate and why
- To know what chametz is and know how we recognise it
- To know what happens in Kadesh, urchatz and karpas
- To know what the afikomen is and when we use it
- To learn the basic meaning of the four Ma Nishtana question.
- To know what happens in tzafun, barech, hallel and nirtzah at the seder
- To complete their own Hagadah.
- To experience and participate in a school seder.