


Year 1 Curriculum Overview

	Spring Term	
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Experiences/Visitors		Library, Wakehurst Place, Spanish Day
Language	<p>English: miniscule, bounding, abundant, incessant, collate, jovial, multi-directional, identical lunar, grumpy, challenge, encounter, elongated, potent, surreptitiously, bulky pottering, substantial, coated, emerge, prancing, debris, squat, hair raising concealed, peering, jiving, frangible, soaring, under the weather, intelligent, drowse aversion, preoccupied, clambering, isolated, buoyant, courageous, irritated, swooping</p> <p>Maths: first, then, now, add, equals, addends, equation, subtract, take away, subtrahend, inverse, commutativity, sum, bar model, part, part whole, partition, bonds, consecutive, odd even</p> <p>Science: Identify, head, body, eyes, ears, mouth, teeth, tongue. senses, touch, see, smell, taste, hear, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, carnivore, herbivore</p> <p>Geography: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, city, town, village, house/flat, office, farm, port, harbour, shop, geographer, places, identify, describe, physical feature (natural)human feature, (person -made) aerial photograph</p> <p>PSHE: Myself, Normal, Happiness, Kindness, Gender, Unique</p> <p>R.E: Job label, Baptism, Christening, ceremony, vicar, church</p> <p>Music: include, Suitable, Instrumental families, instrument, wind, string, percussion, brass, rhythmic pattern, compose, imagination</p> <p>Art benefits transfer revealed Fabric Colour Pattern Shape Texture Sew Weave Mixed Media Collage Appliqué Layers Combine Opinion Fur Silk Tweed Satin Net Hessian Scraps Wool Yarn</p>	<p>English: aversion, preoccupied, clambering, isolated, buoyant, courageous, irritated, swooping naughtiness, feral, coppice, bowled, hollered, clamped, muzzled, ruckus barbed, extensive, trundle, protective, wily, impudent, exclaim, sumptuous peered, persistent, circular, apprehensive, frolicked, limp, wilting, attentively germinate, compost, ornate, manicured, mansion, luxurious</p> <p>Maths: tens ones, multiples, doubles, number line, sequence value, digit, composition, split, combine, equal parts</p> <p>Science: experience observe, leaf, flower, petal, fruit, berry, root, seed, trunk, branch, stem, stalk,</p> <p>Geography: near, far, left, right, fieldwork, symbols, locate, locality, follow, map, locate, key</p> <p>R.E: describe, Sacred, Easter, Bible, praying, hymns</p> <p>PSHE Choices, Balanced, Healthy, Included, Risk, Lifestyle</p> <p>Music: Process, response, musical cues, leader, conductor</p> <p>Conduct, Timbre, rhythmic phrase</p> <p>DT</p>
English	<p>I can say a sentence out loud before writing it down.</p> <p>I understand what an adjective is.</p> <p>I understand what a verb is.</p> <p>I can read my writing back and talk about it.</p> <p>I can read back through my work and check it makes sense.</p>	<p>I can use a capital letter for names of people and places.</p> <p>I can use a capital letter at the beginning of each new sentence.</p> <p>I can join two main sentences together using the coordinating conjunction and.</p> <p>I can sequence my writing in the correct order.</p> <p>I can use full stops at the end of sentences.</p>
Reading	<p>1:1 and small group reading</p> <p>Books in Drawing Club The Bad tempered Ladybird, My Cat likes to hide in Boxes, The Crocodile that didn't like the Water, Hairy Mc Clarey from Donaldson's Dairy, the Goblin poem</p> <p>Fluency: Daily reading</p>	<p>1:1 and small group reading</p> <p>Books in Drawing Club Where the Wild Things Are, Today is Monday, Sam Plants a Sunflower, Easter Book</p> <p>Fluency: Daily reading</p>
Maths	<p>I can use 'First, then, now...'</p> <p>I can begin to explore the idea of missing parts and inverse</p> <p>I can begin to understand commutativity</p> <p>I can partition 10 using bonds</p> <p>I can deepen my understanding of consecutive numbers (through addition and subtraction)</p> <p>I can deepen my understanding of odd and even (through addition and subtraction)</p>	<p>I can explore my understanding of zero</p> <p>I can add/subtract within 10 using different strategies</p> <p>I know one ten is ten ones</p> <p>I can count objects efficiently</p>

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Science	<p>How do we group animals? Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (for example: monkey, elephant, snake, lizard, goldfish, shark, frog, newt, penguin, robin)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can identify the group an animal belongs to by its features</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>What do I know plants and trees?</p> <p>Identify and name a variety of common wild and garden plants such as sunflowers, daisies, tomato plants including deciduous (Apple, Oak, Horse chestnut) and evergreen trees (Holly, Spruce, Yew)</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>I can name and identify the parts of a common flowering plant. (Stem, leaf, flower, fruit, seeds),</p> <p>I can name and identify the parts of a tree (roots, branch, trunk, leaves)</p>
Geography	<p>How does a Geographer describe places?</p> <p>I know that a geographer is a person who is interested in people and <i>places</i>.</p> <p>I can use basic geographical vocabulary for key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river.</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, house/flat, office, farm, port, harbour, shop.</p>	<p>What are the features of my local area?</p> <p>I know that fieldwork means going outside and finding out things about a place. I can name features in my school locality and surrounding area. I can use simple locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map. I can create my own map (with a plan view). I can ask simple geographical questions. I can begin to make first-hand observations to study the geography of my school and its grounds</p>
Art/DT	<p>When was sewing first used by people and why?</p> <p>Textile To be able to develop basic skill in weaving and understand the process and techniques</p> <p>To apply shapes with glue or by stitching</p> <p>To apply decoration using beads, buttons, feathers etc.</p> <p>To explore in different ways of decorating</p> <p>Moving on to:</p> <p>To develop in gaining confidence in simple stitching</p> <p>To be able to cut threads and fabrics</p>	
Computing	<p>How do you control a robot? To explain what a given command will do To act out a given word To combine 'forwards' and 'backwards' commands to make a sequence of commands To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem</p>	<p>How can you record data on a computer? To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>
PSHE/RSE	<p>What are the 5 ways to wellbeing? Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Power of kindness Our body health and feelings health are both as important for being a healthy person. Everybody's feelings go up and down. This is normal. 5 ways to well-being.</p> <p>Are all toys for everyone or just girls or boys? Toys are for children not for just girls or just boys. It is OK to like dolls or trains (or any other gender colour/toy stereotype) if you are a girl or boy. Gender stereotypes limit everyone's choices. It is not OK to put someone down because of their gender.</p> <p>What is online bullying?</p>	<p>What makes me unique? Focus on Identity and belonging - exploring race and ethnicity. What do I like/not like? What makes me unique? Why do we have the skin we are in? What can we do if we don't feel happy about the way others are talking about our features? How can we be respectfully curious?</p> <p>What healthy choices can I make? Healthy and unhealthy choices, Balance of everyday and sometimes food for health. Importance of fruit and vegetables for health. Importance of exercise.</p>

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	Computing- BEEM resources available) 1 Decision Computer Safety - Online bullying	Concepts of safer and riskier regarding use of everyday medicines and household products. Safety rules for medicines (including not sharing medicines; dosage and storage). Importance of self-care as well as appropriate use of medicines when unwell. Coping strategies for peer pressure.
Music	Do instruments have different characters? To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice or instruments can create different timbres to help tell a story (timbre)	Can you hear the heartbeat of the music? To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music
RE	What does it mean to belong? To begin to find out about what it means to 'belong' and talk what different groups they belong to. To observe and recognise simple aspects of what happens at a christening and why it is important to Christians. Begin to find out about religions and beliefs' Observe, notice and recognise simple aspects of religion in their own communities.	What happens at church and why is it important to Christians? To recognise different parts of a church. To notice what happens there and why it is a sacred place for Christians. To name and talk about the festival of Easter. Observe, notice and recognise simple aspects of religion in their own communities. Recall, name and talk about simple beliefs, stories and festivals'
PE and Sport	<p>HOW MANY DIFFERENT WAYS CAN YOU THINK FOR TRAVELLING FROM ONE SPOT TO ANOTHER?</p> <p>Run, jump, throw Know / Understand</p> <ul style="list-style-type: none"> The difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. <p>Skills:</p> <ul style="list-style-type: none"> ➤ Agile moves (showing agility) ➤ Recognise when to start and stop an activity ➤ Negotiating obstacles ➤ Working through a range of new core-based exercises ➤ Jumping and bounding <p>Experience different starting positions</p> <p>WHAT MAKES A GOOD BALANCE?</p> <p>Gymnastics Know / Understand:</p> <ul style="list-style-type: none"> how long balances are held for (3 seconds) that conditioning builds muscle strength & endurance. all the basic gymnastics shapes. <ul style="list-style-type: none"> ➤ Moving on, off or over ➤ Rocking ➤ Spinning and turning ➤ Showing movement patterns in unison ➤ Showing movement patterns in canon ➤ Start shape and finish shape 	<p>HOW CAN I IMPROVE MY THROWING ACCURACY?</p> <p>Send and Return Know / Understand</p> <ul style="list-style-type: none"> that to throw/kick accurately they need to look at the target and aim. <p>Skills:</p> <ul style="list-style-type: none"> ➤ Feeding a ball over the net ➤ Tracking a ball ➤ Developing core strength for seated control ➤ Sending a ball from different positions ➤ Identifying space ➤ Body position behind the ball <p>HOW CAN I LINK TWO MOVEMENTS TOGETHER IN TIME TO THE MUSIC?</p> <p>Dance Know / Understand:</p> <ul style="list-style-type: none"> that focus and concentration are necessary when dancing. Dance can be thought of as a narrative. <p>Movements can be sequenced to create a dance</p> <ul style="list-style-type: none"> ➤ Exploring story telling through dance ➤ Use a theme to create a dance ➤ Develop actions that express friendship ➤ Dance with start, middle and end <p>Perform with feeling</p>