



Class Name: Year 1	Curriculum Overview	Spring 1
<p><b>English</b></p> <p><b>Use phonemic knowledge to write new words.</b>  <b>Write simple sentences using a range of punctuation effectively. Sequence sentences and events.</b>  <b>The children will engage in reading and writing through</b></p> <ul style="list-style-type: none"> <li>Instructions based on the texts “ Don’t Let The Pigeon Stay Up Late” and “Don’t Let The pigeon Drive The Bus” by Mo Willems</li> <li>Traditional Tales and Fables based on the texts “This is the House that Jack Built by Simms Taback, “Anancy and Mr Dry-Bone” by Fiona French and “ Chicken Licken”</li> <li>Writing for a purpose through topic work</li> <li>Spelling- cvc words, spellings using known phonemes, High frequency words and common exception words</li> <li>Daily reading focus- Read Write Inc.</li> <li>Daily handwriting/letter formation</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Shape 3D</li> <li>Length and Height</li> <li>Count within 20</li> <li>Number bonds to 20</li> <li>Doubles to 20/ near doubles</li> <li>Addition and subtraction within 20</li> <li>Know,order and compare numbers to 50</li> <li>Count in 10's</li> <li>Partition numbers to 50 into tens and ones</li> <li>1 more 1 less within 50</li> <li>Weight and Volume- heavier and lighter, full and empty</li> <li>Position and Direction- describing turns, describe position</li> </ul>	<p><b>Science</b> <b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>Ask questions, observe closely, perform simple tests, use observations to suggest answers to questions, gather and record data.</li> <li>Identify and compare the suitability of a variety of everyday materials.</li> <li>Find out how the shape of objects can be changed by twisting, bending, stretching and squashing.</li> <li>Investigate the absorbency of materials.</li> <li>Identify natural and manmade materials.</li> </ul>
<p><b>Geography- Map Skills</b></p> <ul style="list-style-type: none"> <li>Devise simple maps using outline drawings.</li> <li>Use a simple key.</li> <li>Use maps and plans to locate Rothbury</li> <li>Know that Rothbury is within the county of Northumberland.</li> <li>Identify physical and human features in the local environment</li> <li>Use compass directions when making a map of the local area.</li> <li>Children will make natural maps using things found in the outdoor environment.</li> </ul>	<p><b>Art - Jewellery</b></p> <ul style="list-style-type: none"> <li>Explore new and unfamiliar materials</li> <li>Develop manipulative skills</li> <li>Compare different pieces of jewellery</li> <li>Work independently on a project</li> <li>Work with clay, beads, pasta and straws to produce a necklace</li> <li>Evaluate own work and that of others</li> </ul>	<p><b>Computing</b>  <b>Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>Choose a series of words that can be enacted as a sequence</li> <li>Use an algorithm to program a sequence on a floor robot</li> <li>Compare my prediction to the program outcome</li> <li>Identify different routes around my mat</li> <li>Use my algorithm to create a program</li> <li>Test and debug each part of the program.</li> </ul> <p><b>Music - Sing Up!</b>  <b>Football</b></p> <ul style="list-style-type: none"> <li>To learn the football chant.</li> <li>To practise the chant and create a simple ostinato on untuned percussion</li> <li>To tap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>To compose melodies using mi-re-do and the rhythm of the words from Football</li> <li>To compose and perform word rhythms in groups</li> </ul> <p><b>PE / Outdoor learning</b></p> <ul style="list-style-type: none"> <li>Yoga</li> <li>Team building</li> </ul>

**RE - Who Is Jewish and how do they live?**

- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Begin to know how Jewish beliefs and ideas are expressed
- Recognise how religious ideas and beliefs impact people's lives personally and socially

**RHE / PSHE**

- What are Safe Hands?
- What is a bully?
- How can I be an ally?
- Why is name calling unkind?
- How are we the same/different?
- How can I work with different people?

**Teacher's Notes**

**Homework** - Reading, maths activities and topic related activities.