



## Year 1 Spring 2024 Curriculum Overview



*Respect ~ Reflect ~ Achieve ~ Grow*

<b>English</b> <b>Reading</b> <ul style="list-style-type: none"><li>• Continue learning Level 5 sounds</li><li>• Comprehension sessions in English (read as a reader)</li><li>• 1:1 reading opportunities</li></ul> <b>Writing -</b> <b>Meeting Story: Monkey see Monkey do</b> Recount Letter <b>Journey Story: Little Charlie</b> Explanation text <ul style="list-style-type: none"><li>• The writing process following TfW (cold write, planning, imitation, innovation- including a shared write and independent application)</li><li>• Letter formation</li></ul> <b>Writing- Grammar and Spelling</b> <ul style="list-style-type: none"><li>• Spelling rules (year 1 linked to phonics)</li></ul>	<b>Maths</b> <b>Place value within 20</b> <ul style="list-style-type: none"><li>• sort, count and represent objects</li><li>• count, read, write forwards and backwards between 0-20</li><li>• compare using language such as greater than/less than, etc</li></ul> <b>Addition and Subtraction within 20</b> <ul style="list-style-type: none"><li>• the part whole model</li><li>• number bonds to 20</li><li>• the addition symbols</li><li>• subtraction crossing out</li><li>• subtraction symbol</li><li>• counting back</li><li>• finding the difference</li></ul> <b>Place value within 50</b> <ul style="list-style-type: none"><li>• count, read, write forwards and backwards between 0-20</li><li>• compare using language such as greater than/less than, etc</li></ul> <b>Length and Height</b>	<b>Science</b> <b><u>Seasonal Changes</u></b> <ul style="list-style-type: none"><li>• observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies (Winter/Spring)</li></ul> <b><u>Animals including humans:</u></b> <ul style="list-style-type: none"><li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>• Use scientific language e.g. carnivores, herbivores and omnivores to identify eating habits of animals explored</li><li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• identify, name, draw and label the basic parts of the human</li></ul>	<b>PE</b> <b><u>Inside- Fundamentals</u></b> <ul style="list-style-type: none"><li>• Master basic movements including running and jumping and begin to apply these in a range of activities.</li></ul> <b><u>Gymnastics</u></b> <ul style="list-style-type: none"><li>• Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li></ul> <b><u>Outside- Net and Wall</u></b> <ul style="list-style-type: none"><li>• Master basic movements including throwing and catching, learn the basic rules of games involving nets and walls.</li></ul> <b><u>Ball Skills</u></b>
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<ul style="list-style-type: none"> <li>• Capital letters, full stops, question marks and finger spaces</li> </ul>	<ul style="list-style-type: none"> <li>•compare lengths</li> <li>•measure lengths</li> </ul> <p><b>Mass and Volume</b></p> <ul style="list-style-type: none"> <li>•introduce concepts</li> <li>•measure and compare mass and volume</li> </ul>	<p>body and say which part of the body is associated with each sense.</p>	<ul style="list-style-type: none"> <li>• <b>Master</b> basic movements including throwing and catching agility and participate in team games, developing simple tactics for attacking and defending.</li> </ul>
<p><b>History</b></p> <p>To know about the lives of significant people in the past</p> <ul style="list-style-type: none"> <li>• To develop an awareness of the lives of significant individuals in the past.</li> <li>• To understand the differences and similarities</li> <li>• To begin to develop an understanding of how we can remember significant people from the past.</li> </ul>	<p><b>Computing</b></p> <p><b><u>Fundamental Computing Skills</u></b></p> <ul style="list-style-type: none"> <li>• Internet safety- how to stay safe online and keep our information safe.</li> <li>• Understand how to navigate Purple Mash.</li> <li>• Saving Work- how to save work into a shared folder.</li> </ul>	<p><b>Religious Education</b></p> <p><b>From Galilee to Jerusalem</b></p> <p><b>From Desert to Garden</b></p>	<p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>-Preparing fruit and vegetables</li> <li>-Making fruit wands</li> <li>-Kitchen Safety</li> </ul> <p><b>PSHE</b></p> <p>Similarities and differences, Rights over own body and values of the month will be explored</p> <p><b>RSE</b></p> <p>In Spring 2 we will explore: being safe, good and bad secrets, who can help us and what is a harmful substance e.g. bleach etc</p>

<p><b>Music</b></p> <ul style="list-style-type: none"> <li>•Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul> <p><b>Outside Learning</b></p> <p>We are working on developing our gross and fine motor skills whilst building with pipes and large blocks.</p> <p>We are deepening our understanding of the world by exploring small world toys.</p> <p>Creative - stage and building</p> <p>Sand and water- to develop our Maths skills</p> <p>We have been making links across the curriculum with Science, D.T, Art and RE.</p>	<p><b>Art</b></p> <p><u><b>Painting and mixed media: Colour splash.</b></u></p> <p>At the end of the unit the children will be able to:</p> <ul style="list-style-type: none"> <li>-Name the primary colours.</li> <li>-Explore coloured materials to mix secondary colours.</li> <li>-Mix primary colours to make secondary colours.</li> </ul> <p>Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour.</p> <ul style="list-style-type: none"> <li>-Decorate their hands using a variety of patterns.</li> <li>-Mix secondary colours with confidence to paint a plate.</li> <li>-Describe their finished work.</li> </ul>	<p><b>Geography</b></p> <p><b>Journeys and Food. Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</li> <li>• use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas</li> <li>• use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>
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