

Year 1
Spring Term 2017
Curriculum Overview

Subject	Spring Term	
RE	<p style="text-align: center;"><u>Unit E- Christmas</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Know and be able to describe the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus' birth in the stable and the visit of the wise men. • Know that the birth of Jesus was a very important event in the lives of the characters in the story and continues to be important today for Christians. <p style="text-align: center;"><u>Unit F - Jesus: Teacher and Healer</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people. They will also know some of the parables that Jesus told and will be able to explain what he is teaching us through them. • Know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today. 	<p style="text-align: center;"><u>Unit G - Forgiveness</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Know that there are times when forgiveness needs to be given and received. • Describe the parable of the Prodigal Son and the story of the sinful woman, and explain what they teach us about God's forgiveness and the chances he gives us to change. • Understand that everyone makes choices and be able to differentiate between good or bad ones, identifying possible consequences of both. • Understand the need to say sorry and will be able to identify ways of showing sorrow and forgiveness. <p style="text-align: center;"><u>Unit I - Lent</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Know that Lent is a special season in the Church's year when we try to change and grow to be more like Jesus by following his example more closely. • Know some of the sayings of Jesus and identify some ways of applying them to real life situations. • Know that Jesus, in his words and action, gave people a chance to change, and that Lent is a special time when we too are given that same chance. <p style="text-align: center;"><u>Unit J - Holy Week</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Know the names and sequence of the important events of Holy Week, and be able to describe most of what happened on each occasion. • Empathise with the characters in the story and begin to understand the importance of the events for Christians today.
Literacy Writing genres	<p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> • Listen to a range of texts at a level beyond that at which they can read independently including nonfiction. • Activating prior knowledge. • Make basic inferences about what is being said and done. • Explain understanding of what is read to them. • Demonstrate understanding of text by answering questions related to who, what, 	<p><u>Other non-fiction texts</u></p> <ul style="list-style-type: none"> • Write in different forms with simple text type features. • Discuss writing with adults. • Label diagrams. • Use headings. <p><u>Poems on a theme and Poems for learning by heart</u></p> <ul style="list-style-type: none"> • Recognise and join in with language patterns and repetition. • Recite rhymes and poems by heart.

Year 1
Spring Term 2017
Curriculum Overview

	<p>where, why and how. • Orally plan and rehearse ideas.</p> <ul style="list-style-type: none"> • Write in different forms with simple text type features. • Use simple factual sentences. <p><u>Stories with repetitive patterns or structures</u></p> <ul style="list-style-type: none"> • Making predictions based on what has been read so far. • Use patterns and repetition to support oral retelling. • Recognising and join in with language patterns and repetition. • Use compound sentences 	<ul style="list-style-type: none"> • Taking turns. • Write in different forms with simple text type features - poems. • Read aloud writing to adults and peers.
Numeracy	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • 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. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p><u>Measures: length</u> Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • Mass/weight [for example, heavy/light, heavier than/ lighter than] Measure and begin to record the following: • Mass/weight <p><u>Measures: time</u></p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for: Time [for example, quicker, slower, earlier, later] • Measure and begin to record the following: Time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years. <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. <p><u>Geometry: Properties of shapes</u></p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using 	

Year 1
Spring Term 2017
Curriculum Overview

	concrete objects, pictorial representations and arrays with the support of the teacher.	
	Fractions	
	<ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	
Science	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense 	
Computing	<p style="text-align: center;"><u>Illustrating an e-book</u></p> <ul style="list-style-type: none"> • Look at characters from traditional tales. • Plan pictures and write keywords. • Create pictures. • Edit each other's pictures. • Make e-book. • Look at the e-books 	<p style="text-align: center;"><u>Finding images using the web</u></p> <ul style="list-style-type: none"> • Look for animal pictures. • Make a page of fish pictures. • Sort bird pictures into two groups. • Put mini beast pictures into groups. • Order mammal pictures. • Use yes/no questions to guess the animal.
Topic (History Geography)	<p>Toys from the past</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe the characteristics of modern toys. • describe the characteristics of old toys. • develop historical enquiry by finding out about the past from a range of sources of information. • understand that design, materials and technology can indicate whether a toy is old or new. • Children will recognise similarities and differences between old and new toys. <p style="text-align: center;">Place toys on a time line.</p>	
D / T	<p><u>My Home/Your Home 3D</u></p> <ul style="list-style-type: none"> • Construction of large buildings from junk materials eg: large cardboard boxes generate ideas by drawing on their own experiences • use knowledge of existing products to help come up with ideas • develop and communicate ideas by talking and drawing • model ideas by exploring: <ul style="list-style-type: none"> • materials, components and construction kits • making templates and mockups • select from a range of materials and components according to their characteristics • use a range of materials and components, including <ul style="list-style-type: none"> • construction materials and kits, • textiles, • mechanical components 	
PSHE	<p><u>Dotcom Scheme</u></p> <p>Feelings and Feeling Safe</p> <ul style="list-style-type: none"> • Talk about times when they experience a range of feelings. • Identify how they show and manage their feelings. • Describe physical feelings and early warning signs. 	

**Year 1
Spring Term 2017
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	<ul style="list-style-type: none"> • Describe the possible effects and consequences of chosen behaviour. <p>Keeping Safe</p> <ul style="list-style-type: none"> • Talk about the emergency services and their roles. • Identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe. 	
Art		<p style="text-align: center;"><u>Shape and Space</u></p> <ul style="list-style-type: none"> • Draw buildings and places around the school locality. • Use ICT to photograph images and draw/paint from these sources.
PE	<p style="text-align: center;">Dance</p> <p>Taught by Mr Collins. Children will be taught to travel in different ways and work on different levels to music.</p>	<p style="text-align: center;"><u>Athletics</u></p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent • Access a broad range of opportunities to extend their agility, balance and coordination
Music	<p>Taught by Ms J Davis</p>	

Spellings for Spring 1:

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

Spellings for Spring 2:

1. Don't
2. Old
3. About
4. Made
5. Asked
6. Your
7. There
8. Came
9. Here
10. Time

Children will be tested on these spellings at the end of each half term.