

Year 1 Spring 1 2023 Curriculum Overview

Whole School Theme: Systems and Structures

Year 1 Inquiry: Architects and Engineers can be Eco-friendly

Skills		
<p>Research</p> <p>Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting findings</p>	<p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p>Social, Diversity and Inclusion</p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social responsibility, Global awareness, Leadership</p>	<p>Critical and Creative Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Divergent thought, Metacognition</p>	<p>Concept</p> <p>Design and Structure Perspective – Other points of view</p>

Maths	English	Science	History
<p style="text-align: center;">Bigger Numbers</p> <p>Number and Place Value Splitting larger numbers into tens and ones Representing larger numbers in different ways Finding one more and one less of larger numbers Compare, sort and order numbers and objects, recapping use of <, >, = Use a numberline confidently</p> <p>Addition and Subtraction Add by counting on Add by using number bonds Doubles and near doubles</p>	<p style="text-align: center;">Fantasy Stories</p> <p>Writing Spell days of the week and numbers to twenty accurately Spell common exception words correctly Use the joining word (conjunction) 'and' to link ideas and sentences Use ambitious adjectives to describe Form lower case letters of the correct size relative to one another Reread writing to check that it makes sense and begin to make changes.</p> <p>Reading Read other words of more than one syllable that contain taught GPCs Discuss their reading preferences, including favourite authors and genres Check that a text makes sense to them as they read and to self-correct Make inferences based on what is being said and done Contribute confidently in discussions about a text, take turns and listen to what others say</p>	<p style="text-align: center;">What materials are good for eco-building?</p> <p>Everyday materials i) distinguish between an object and the material from which it is made ii) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock iii) describe the simple physical properties of a variety of everyday materials iv) compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Working Scientifically i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions vi) gathering and recording data to help in answering questions</p>	<p>Not this term, but if children are interested they could look at books, photos, etc showing how buildings and cities have changed over time</p>

Geography		Computer Science		Music and Drama		PE/Games & Swimming	
<p>What is a city?</p> <p>Locational Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Begin to name and locate the world's seven continents and five oceans</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p>Programming (Moving a Robot)</p> <p>To explore a new device.</p> <p>Understand:</p> <p>What algorithms are How they are implemented as programs on digital devices That programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p>		<p>Music Learning about Dynamics through a range of musical activities including performing and conducting.</p> <p>To become more confident singers focusing on pitch.</p> <p>Drama Expressing different emotions and characters through facial expressions.</p> <p>Being able to use their voices effectively and convincingly when re-enacting a story.</p>		<p>Gymnastics</p> <p>To explore, remember and repeat actions/movements using different levels.</p> <p>To choose and use equipment effectively.</p> <p>To manage space safely, showing awareness of others.</p> <p>Tag Rugby</p> <p>To focus on ball familiarisation, passing & receiving skills.</p> <p>To begin to use evasion & pursuit skills during competitive games.</p> <p>Swimming</p> <p>Reinforce skills learnt in previous term.</p> <p>To develop further kicking action, class interaction & pool safety.</p>	
French		Religious Studies		Art and Design		PSHE	
<p><u>Va t'en, Grand Monstre Vert</u></p> <p>Colours Say and read colours in French</p> <p>Body parts Say and read some body parts associated with the head and face</p>		<p>Places of Worship</p> <p>Learning about Religion name and discuss examples of places of worship discuss how and why a place of worship is a special place for religious believers discuss different ways a place of worship might make a religious believer feel</p>		<p>Can we design and build an eco-city?</p> <p>Design design purposeful, functional, appealing products based on design criteria select from and use a range of tools and equipment to perform practical tasks</p> <p>Make</p>		<p>Can we build things that can't be seen?</p> <p>Building a society What rules are essential? What rules are helpful?</p> <p>How can we build each other's confidence? How can we build our own confidence? 'I can't' or 'I can't yet'.</p>	

	<p>think about why and how a place of worship might be important to different people</p> <p>Learning from religion design a building and justify their design choices with reference to parts of places of worship they have learnt about</p>	<p>select from and use a wide range of materials and components</p> <p>Evaluate evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	
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