



Year 1 Spring 2023 Curriculum Overview

Whole School Theme: Our Planet

Year 1 Theme: We can help build a better future

| <u>Skills and Concepts</u> | | |
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| <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 and environmental responsibility, Global awareness, Leadership</p> | <p>Critical and Creative Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p> | <p>Main Conceptual Learning</p> <p>Discovering what helps sustain the wildlife across the world</p> <p>Understanding our part in sustaining the world</p> |

| Maths | English | | Science | History |
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| <p><u>Numbers and measures</u></p> <p>Numbers Tens and ones Represent numbers One more one less Compare and order numbers Count in 2s and 5s</p> <p>Length, mass, capacity Compare and measure lengths and heights Introduce weight and mass Measure and compare mass Introduce capacity Measure and compare capacity</p> | <p><u>Poetry and persuasive writing</u></p> <p>Spoken Language Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary</p> <p>Reading Read aloud accurately books that are consistent with their developing phonic knowledge Re-read these books to build up their fluency and confidence in word reading. Link what they read or hear read to their own experiences Make inferences on the basis of what is being said and done Discuss the significance of the title and events</p> <p>Writing Sequencing sentences to form narratives Rereading to check the writing makes sense Join clauses using 'and' and 'because' Begin to use suffixes -ing, -ed, -er and -est Sit and hold writing implement correctly</p> | | <p><u>How can we help to sustain wildlife?</u></p> <p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Animals 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)</p> | <p><u>Who has helped build a better world?</u></p> <p>Changes in and beyond living memory know some changes within living memory (recap: Martin Luther King – I Have a Dream)</p> |
| Geography | Computer Science | Music and drama | | Religious Education |
| <p><u>How can we help keep the oceans full of life?</u></p> <p>Locational Knowledge 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><u>Fact files</u></p> <p>Creating media – Digital Writing (text) Develop understanding of the various aspects of using a computer to create and manipulate text. To become more familiar with using a keyboard and mouse to enter and remove text.</p> | <p>Music and Drama Continue to build a repertoire of songs. Build on our Dynamics knowledge and begin to apply to a variety of pieces and compositions. Acting out narratives based upon stories. Learning to express different emotions and characters through facial expressions and the intonation of their voices.</p> | | <p><u>How can we help to build a peaceful future?</u></p> <p>Learning about Religion Explain how some religions view peace</p> <p>Learning from Religion Explain the meaning of the word 'Peace' Begin to understand 'inner peace' and what they can do to achieve this Recognise some key symbols of peace</p> |

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| | <p>To consider how to change the look of text, and justify reasoning in making these changes.</p> <p>Key Skills</p> <ul style="list-style-type: none"> - Adding / Removing text - Exploring the tool bar - Making changes to text - Explaining my choices - To compare typing on a computer to writing on paper. | | |
| French | PSHEE | Art and Design | PE and Swimming |
| <p style="text-align: center;"><u>Very Hungry Caterpillar</u></p> <p>Learning vocabulary</p> <p>Colours Fruits Days of the week</p> <p>Speaking</p> <p>Retelling the story with confidence</p> | <p style="text-align: center;"><u>Responsibility for ourselves and others</u></p> <p>St Edward's Pupil Profile</p> <p>Giving others confidence, building their self-esteem (Link to mental health and emotional skills)</p> <p>PSHE curriculum</p> <p>What is a balanced diet? (Link to caring for animals in science)</p> <p>British Values, the law, individual freedom and mutual respect and tolerance of those with different faiths and beliefs</p> | <p style="text-align: center;"><u>Seascape Painting</u></p> <p>Art</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers</p> | <p style="text-align: center;">Sending & Receiving</p> <p>To develop a range of basic sending and receiving skills.</p> <p>To begin to accurately pass the ball in a variety of ways.</p> <p>To maintain control over the object.</p> <p>To develop coordination skills through catching.</p> <p>To understand how to adjust the body to catch high and low objects.</p> <p>To begin to apply these skills in a range of activities.</p> |