



Year 1 Spring 2024 Curriculum Overview

Whole School Theme: Our Planet

Year 1 Theme: Our actions affect animal life across the globe

<u>Skills and Concepts</u>		
Research Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,	Communication Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding	Self-Management Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
Social, Diversity and Inclusion 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	Critical and Creative Thinking Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition	Main Conceptual Learning Discovering what helps sustain the wildlife across the world Understanding our part in sustaining the world

Maths	English	Science	History
<p>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>Fantasy Stories and Fact Files</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>Do all animals need the same care?</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>None this term, but children may wish to find out about people who have mapped oceans or made a contribution to our knowledge of the animal kingdom.</p>
Geography	Computer Science	Music and drama	Religious Education
<p>Are all oceans the same?</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>Fact files</p> <p>Creating media – Digital Art Develop understanding of the various aspects of using a computer to create and manipulate images.</p> <p>To become more familiar with using a camera and taking photos, to learn how to edit and manipulate things we have on the screen.</p> <p>To consider how to change the look of an image, to crop and to draw/paint.</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. 	<p>Music and Drama</p> <p>Continue to build a repertoire of songs. Build on our rhythm knowledge, introduce dynamics and begin to apply to a variety of pieces and compositions.</p> <p>Acting out narratives based upon stories. Learning to express different emotions and characters through facial expressions and the intonation of their voices.</p>	<p>What is Peace?</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>

French	PSHEE	Art and Design	PE and Swimming
<p>Va t'en, Grand Monstre Vert</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>Responsibility for ourselves and others</p> <p><u>St Edward's Pupil Profile</u> Giving others confidence, building their self-esteem (link to mental health and emotional skills)</p> <p><u>PSHE curriculum</u> What is a balanced diet? (Link to caring for animals in science) British Values, the law, individual freedom and mutual respect and tolerance of those with different faiths and beliefs</p>	<p>Colour – use and effects (The Dot)</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</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>Gymnastics:</p> <p>To link, choose, vary, create, compose and perform simple compositional ideas.</p> <p>To recognise and describe what their body feels like, watch, copy, describe, use information to help improve actions/skills.</p> <p>Tag Rugby:</p> <p>To introduce the fundamental skills of Rugby. E.g. Passing, Tagging, Possession and Scoring.</p> <p>Swimming:</p> <p>Reinforce skills learnt in previous term.</p> <p>Continuation of school/Swim England levels. Reinforce skills learnt in previous term.</p>