



Year 1 Spring 1 2024 Curriculum Overview

Whole School Theme: Systems and Structures

Year 1 Inquiry: Buildings Change Over Time

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 data-bbox="170 146 434 169">Numbers and measures</p> <p data-bbox="87 212 192 234">Numbers</p> <p data-bbox="87 245 304 400">Tens and ones Represent numbers One more one less Compare and order numbers Count in twos and fives</p> <p data-bbox="87 443 338 466">Length, mass, capacity</p> <p data-bbox="87 477 468 662">Compare and measure lengths and heights Introduce weight and mass Measure and compare mass Introduce capacity Measure and compare capacity</p>	<p data-bbox="674 146 1003 169">Diary and Non-Fiction Writing</p> <p data-bbox="539 212 734 234"><u>Spoken Language</u></p> <p data-bbox="539 245 1120 400">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 data-bbox="539 443 633 466"><u>Reading</u></p> <p data-bbox="539 477 1133 762">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 data-bbox="539 805 627 828"><u>Writing</u></p> <p data-bbox="539 839 1016 994">Sequencing sentences to form narratives Rereading to check the writing makes sense Join clauses using 'and' and 'because' Begin to use suffixies -ing, -ed, -er and -est Sit and hold writing implement correctly</p>	<p data-bbox="1234 146 1648 169">How can we use or change materials?</p> <p data-bbox="1162 212 1375 234">Everyday materials</p> <p data-bbox="1162 245 1693 564">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 data-bbox="1162 608 1402 630">Working Scientifically</p> <p data-bbox="1162 641 1682 924">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 data-bbox="1794 146 2145 204">Would the Great Fire of London happen today?</p> <p data-bbox="1749 245 2163 336">Learn about events beyond living memory that are significant nationally or globally.</p> <p data-bbox="1749 379 2186 470">Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p data-bbox="1749 481 2130 572">Identify similarities and differences between ways of life in different periods.</p> <p data-bbox="1749 584 2125 630">Use a wide vocabulary of everyday historical terms.</p> <p data-bbox="1749 641 2186 762">Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>

Geography	Computer Science	Music and Drama	PE/Games & Swimming	
<p>Why do people live where they do?</p> <p>This will be a homework fact-finding task. We will not be studying Geography in class this half term.</p>	<p>Photography/video editing Children will be practicing recording videos and taking pictures. We will look at how we can take better pictures and videos. We will learn how we can crop images and begin to do simple image and video editing. We will talk about when it is ok to take pictures of yourself and others and when it is not safe.</p>	<p>Music Learning about dynamics through a range of musical activities, including performing and conducting. To become more confident singers focusing on pitch.</p> <p>Drama Expressing different emotions and characters through facial expressions. Being able to use their voices effectively and convincingly when re-enacting a story.</p>	<p>Basketball: Familiarisation with a basketball. To improve ball handling skills. To learn different passes to use. To practice bouncing the basketball in different ways.</p> <p>Tag Rugby: To focus on ball familiarisation, passing & receiving skills. To introduce tagging. To begin to use evasion & pursuit skills during competitive drills/games. To show awareness of opponents and team-mates. To learn how to work as a team. To introduce rules of the game.</p> <p>Swimming: Reinforce skills learnt in previous term. To develop further kicking action, class interaction & pool safety.</p>	
French	Religious Studies	Art and Design		PSHE
<p>Very Hungry Caterpillar</p> <p>Learning vocabulary Colours Fruits Days of the week</p> <p>Speaking Retelling the story with confidence</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.</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>Building a house from 1666. Building domino runs using different structures</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 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>		<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>