

Curriculum Overview for Year 1 Spring term 2017

English			Mathematics		
<p>Reading</p> <p>Match graphemes for all phonemes</p> <p>Read accurately by blending sounds</p> <p>Read words with very common suffixes</p> <p>Read contractions & understand purpose</p> <p>Read phonics books aloud</p> <p>Link reading to own experiences</p> <p>Join in with predictable phrases</p> <p>Discuss significance of title & events</p> <p>Make simple predictions</p>	<p>Writing</p> <p>Name letters of the alphabet</p> <p>Spell very common 'exception' words</p> <p>Spell days of the week</p> <p>Use very common prefixes & suffixes</p> <p>Form lower case letters correctly</p> <p>Form capital letters & digits</p> <p>Compose sentences orally before writing</p> <p>Read own writing to peers or teachers</p>	<p>Grammar</p> <p>Leave spaces between words</p> <p>Begin to use basic punctuation: . ? !</p> <p>Use capital letters for proper nouns.</p> <p>Use common plural & verb suffixes</p> <p>Speaking & Listening</p> <p>Listen & respond appropriately</p> <p>Ask relevant questions</p> <p>Maintain attention & participate</p>	<p>Number/Calculation</p> <p>Count to / across 100</p> <p>Count in 1s, 2s, 5s and 10s</p> <p>Identify 'one more' and 'one less'</p> <p>Read & write numbers to 20</p> <p>Use language, e.g. 'more than', 'most'</p> <p>Use +, - and = symbols</p> <p>Know number bonds to 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems, including simple arrays</p>	<p>Geometry & Measures</p> <p>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</p> <p>Begin to measure length, capacity, weight</p> <p>Recognise coins & notes</p> <p>Use time & ordering vocabulary</p> <p>Tell the time to hour/half-hour</p> <p>Use language of days, weeks, months & years</p> <p>Recognise & name common 2-d and 3-d shapes</p>	<p>Order & arrange objects</p> <p>Describe position & movement, including half and quarter turns</p> <p>Fractions</p> <p>Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>
<p>Computing</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Create and debug programmes using beebots</p> <p>Combine texts and images to create digital cards</p>	<p>Art and DT</p> <p>Design, make and evaluate selecting from a wide range of materials in mask making</p>		<p>Geography</p> <p>Name & locate the four countries and capital cities of the UK using atlases & globes</p> <p>Human geography look at the places a circus would visit and why</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world linked to animals and where they originate</p>		
<p>Music</p> <p>Sing songs</p> <p>Play tuned & untuned instruments musically</p> <p>Listen & understand live and recorded music</p> <p>Make and combine sounds musically</p>	<p>Art</p> <p>Explore a variety of media to represent animal coverings</p> <p>Sketching techniques, observational drawing of animals with prominent features eg snake elephant and fish</p>		<p>PE</p> <p>Gymnastics</p> <p>Perform dances using simple animal movements</p>		

Science

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)

History

Changes within living memory – how the circus use of animals has changed over time, how we have changed our thoughts around the welfare of animals

The development of clowns over time-
From Grimaldi to present day using sources to discover the changes

RE

Continue to follow locally agreed syllabus for RE. This will be taught as RE days across the whole school.