



EXCELLENCE · RESPECT · RESPONSIBILITY · INTEGRITY · COMPASSION

## Year 1 Curriculum Overview

### Term 2 (Spring Term)

English	Maths
<p><b>Using a range of texts (including fiction, non-fiction, and poetry) students will explore, read and write studying the following elements of English.</b></p> <ul style="list-style-type: none"> <li>● Oral composition of sentences</li> <li>● Capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>● Capital letters for names and for personal pronouns.</li> <li>● Separation of words with spaces</li> <li>● Joining two sentences using the conjunction 'and'</li> <li>● Imperative verb</li> <li>● Commas for lists</li> <li>● Sentence Structure</li> <li>● Plurals using s and es</li> <li>● Making new words using ed and ing</li> <li>● Rhyming words and alliteration</li> <li>● Re-reading work to check and edit</li> </ul>	<p><b>Place value:</b></p> <ul style="list-style-type: none"> <li>● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>● Count numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>● Identify and represent numbers using objects and pictorial representations.</li> <li>● Read and write numbers to 100 in numerals.</li> <li>● Read and write numbers from 1 to 20 in numerals and words.</li> <li>● Given a number, identify one more and one less.</li> </ul> <p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>● Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>● Compare, describe and solve practical problems for lengths and heights, mass and weight, capacity and volume, and time.</li> <li>● Measure and begin to record lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).</li> </ul>
Science	Physical Education
<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>● Distinguish between an object and the material it is made of.</li> <li>● Explain the materials that an object is made from.</li> <li>● Name wood, plastic, glass, metal, water and rock,</li> </ul>	<p><b>In Physical Education, students will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in</b></p>



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<ul style="list-style-type: none"> <li>● Describe the properties of everyday materials.</li> <li>● Group objects based on the materials they are made from.</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>● Observe and comment on changes in the seasons.</li> <li>● Name the seasons and suggest the types of weather in each season.</li> </ul>	<p><b>competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</b></p> <p><b>Students will be taught to:</b></p> <ul style="list-style-type: none"> <li>● Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>● Participate in team games, developing simple tactics for attacking and defending.</li> <li>● Perform dances using simple movement patterns.</li> </ul> <p><b>Students will cover a range of activities including:</b></p> <ul style="list-style-type: none"> <li>● Core Skills</li> <li>● Invasion Games</li> <li>● Striking and Fielding Activities</li> <li>● Net and Wall Games</li> <li>● Athletic Activities</li> <li>● Creative Movement</li> <li>● Swimming and water safety</li> </ul>
<p><b>Computing</b></p>	<p><b>Humanities</b></p>
<p><b>Moving a Robot</b></p> <ul style="list-style-type: none"> <li>● Writing short algorithms and programs for floor robots and predicting program outcomes.</li> </ul> <p><b>Grouping Data</b></p> <ul style="list-style-type: none"> <li>● Exploring object labels, then using them to sort and group objects by properties.</li> </ul>	<p><b>Our Local Area - Geographical Skills and Enquiry</b></p> <ul style="list-style-type: none"> <li>● Describe the geographical features of the school site.</li> <li>● Explain how I get to school.</li> <li>● Use simple grid references e.g. A1, B1</li> </ul>
<p><b>Music</b></p>	<p><b>Art</b></p>
<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul> <p><b>Musicianship - (Pulse, Rhythm and pitch)</b></p> <ul style="list-style-type: none"> <li>● Pulse: Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> </ul>	<p><b>Playful Making</b></p> <ul style="list-style-type: none"> <li>● Exploring materials and intentions through a playful approach.</li> </ul> <p><b>Exploring Watercolour</b></p> <ul style="list-style-type: none"> <li>● Exploring watercolour and discovering we can use accidental marks to help us make art.</li> </ul>



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| <ul style="list-style-type: none"><li>● Rhythm Perform short copycat rhythm patterns accurately, led by the teacher.</li><li>● Pitch: High and low</li></ul> |  |
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**PSHE - Personal, Social, and Health Education**

**Belonging to a community**

- What are 'rules'?
- Caring for others.
- Keeping our school/homes tidy.

**Media literacy and digital resilience**

- Using the internet / digital devices.
- Communicating safely online.

**Money and Work**

- Strengths and interests.
- Jobs in the community.