



Term: 2

Year Group: 1

**Class
Teacher:**

**Mrs Pinto-
Edwards**

Mrs Sarsfield

CURRICULUM SUMMARY

To love, serve and learn as Jesus shows us



Year Group: 1

Term: Spring 1



Subject: English

My Family, your Family

Author: Lisa Bullard

<u>Final writing Outcome:</u>	<ul style="list-style-type: none"> • Story Writing
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none"> • Predictions • Letter • Diary • Prediction • Sequencing events • Factual writing

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week and for I • Use punctuation in some sentences: Some full stops and capital letters. Some question marks. • Begin to link ideas or events by subject or pronoun eg my dog... he has... I cut... • Write down some key words or ideas, including some new vocabulary drawn from listening to books.
<u>Composition</u>	<ul style="list-style-type: none"> • Plan simple sentences by saying out loud what the writing will be about • Orally compose a sentence before writing it and recognise sentence boundaries. • Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used. • Check written work makes sense through re-reading with other pupils or the teacher. • Read out work clearly. • Combine words to make a single clause sentence. • Use and and then to join words and clauses.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> • Make phonetically-plausible attempts to spell words that have not yet been learnt. • Spell some words containing previously taught phonemes accurately – Letters and Sounds. • Spell some common exception words correctly. • Spell days of the week correctly. • Some accurate use of suffixes – ing, est, er and ed. • Some accurate use of plurals – s and es
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> • Leave spaces between words. • Form lower case letters accurately, starting and finishing in the correct places. • Form most capital letters correctly. • Form digits 0-9 mostly correctly. • Hold a pencil comfortably and correctly.
<u>Focus Skills</u>	
<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week and for I • Use punctuation in some sentences: Some full stops and capital letters. Some question marks. Some exclamation marks. • Begin to link ideas or events by subject or pronoun eg my dog... he has... I cut... • Write down some key words or ideas, including some new vocabulary drawn from listening to books. • Use and and then to join words and clauses. • Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used. • Check written work makes sense through re-reading with other pupils or the teacher. • Read out work clearly. • Combine words to make a single clause sentence. • Use and and then to join words and clauses. 	

<u>Cross-curricular links</u>
R.E. Special People Art : Picasso portraits Science : Humans including the senses.



Year Group: 1

Term: Spring

Subject: Mathematics



Year 1 – Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$				<u>Place Value</u> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <u>Count in multiples of twos, fives</u> and tens.			<u>Measurement: Length and Height</u> Measure and begin to record lengths and heights. <u>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</u>		<u>Measurement: Weight and Volume</u> Measure and begin to record mass/weight, capacity and volume. <u>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</u>		Consolidation



Year Group: 1

Term: Spring



Subject: History

In this unit, we will be learning about changes within living memory.

The Big Question...

How has life changed since my grandparents were 5 or 6?

Learning Outcomes

- Can I describe similarities and differences between our own experiences of school and the experiences our Grandparents had?
- Can I describe how homes have changed?
- Can I name different types of toys from the past?
- Can I talk about how transport has changed over time?
- Can I explore how clothes have changed over time?
- Can I describe how phones have changed over time?

History Skills:

- Changes within living memory – local shops, buildings transport/school.
- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects
- Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
- Look at books, videos, photographs, pictures and artefacts to find out about the past.
- Identify different ways in which the past is represented
- Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”
- Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.
- Sort events or objects into groups (i.e. then and now.)
- Use timelines to order events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.

Learning skills:

- To say what I would plan to do and how to find out more information
- To ask questions about what is being discussed
- To see when there is a problem to be solved
- To predict what might happen
- To sometimes give more than one idea when we are planning or doing something
- To compare different ideas
- To discover more about things when I am able to explore
- To give more than one idea of what might be
- To build on other ideas
- To explore different ideas

Core Vocabulary:

Childhood: the early stage of life; the age span ranging from birth to adolescence

Chronological order: in order of time, from earliest to most recent

Document: a piece of writing

Extended family: usually several relatives of different generations living in the same household

Grandparent: the parents of your mother or father

Growing up: to grow in size, age and experience

In the past: the time before now

Local: the surrounding area, or a person who lives there

Modern: relating to the present time; the latest equipment or knowledge

Museum: a building that houses collections of interesting or important objects

Now, nowadays: in the present time

Old: advanced in years

Texting: a way of sending a message by phone

Timeline: a linear representation of events to show the order in which they occurred

Today: the present day

Vintage: denoting something from the past of high quality

Younger: less advanced in years

<u>English links:</u>		<u>Maths links:</u>
<u>Linked to the book My family, your Family</u>		Addition and Subtraction. Using dates to calculate Measurement: Length and Height: Changes have happened over time.
<u>Other curriculum links:</u>		
<p>Geography: Look at local places changes in History</p> <p>Science: Humans including the senses</p>	<p>Art / DT: Portraits (Picasso)</p>	<p>PSHE: Dreams and Goals</p> <p>British Values: British Values: Individual liberty: developing self-esteem and confidence, and a positive self-image. Exploring own preferences and opinions.</p> <p>Spiritual, Moral, Social and Cultural development:</p> <p>RSE: Families</p>



Year Group:1

Term: Spring 1



Subject: Science - Humans

In this unit, we will be learning to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Learning Outcomes

- Can I name all the basic parts of my body?
- Can I state briefly how these body parts help me to move?
- Can I name all 5 senses and describe simply how they make me aware of my surroundings?
- Can I explore the 5 senses by completing simple experiments?

Working scientifically:

- To explore the world around them and raise their own questions.
- To use observations to learn about own body and how it moves.
- To describe how the 5 senses enable us to be aware of our surroundings.
- To ask questions and use simple secondary sources to find the answers.
- To record and communicate findings in a variety of ways and begin to use simple scientific language.

Learning skills:

- To research animals using a variety of resources including the internet and non-fiction books.
- To learn key scientific vocabulary and use it to verbally compare and contrast animals.
- To ask questions and follow up own lines of enquiry.
- To record findings in a variety of formats.

Core Vocabulary:

Head, arm, leg, knee, neck, shoulder, elbow, hand, wrist, hips, back, foot toes, fingers, eyes, hair, mouth, teeth.

English links:

Funny Bones story – reading, joining in with a repeated text.

Maths links:

Measuring – distance, sizes, length

Other curriculum links:

History: how has life changed since our grandparents were 5 or 6?

Computing: Drawing people on Ipads

PE: Improving agility, coordination and cognitive skills.

Art : Picasso portraits/Drawing people

Music: Body percussion

PSHE: dreams and Goals

British Values: Individual liberty: developing self-esteem and confidence, and a positive self-image. Exploring own preferences and opinions.

Spiritual, Moral, Social and Cultural development:

RSE:Special People