



## Year 1 Curriculum Overview Cycle A, Spring 1 2022

Reading	Writing	Maths	Science	Geography
<p><b>Text:</b> Cake! By Sue Hendra</p> <p><b>Key Learning:</b> Word Reading Select and Retrieve Inference Monitor &amp; Summarise</p> <p><b>Text:</b> There's an Ouch in my pouch! By Jeanne Willis</p> <p><b>Key Learning:</b> Word Reading Select and Retrieve Respond &amp; Explain</p> <p><b>Text:</b> Freddy and the Fairy by Julia Donaldson</p> <p><b>Key Learning:</b> Word Reading Language for Effect Clarify</p>	<p><b>Text:</b> Shark in the Park on a Windy Day by Nick Sharratt</p> <p><b>Outcome:</b> Recount writing.</p> <p><b>Key Learning:</b> Adding 's' or 'es' to the end of a word where the root word does not change. Spelling the days of the week with capital letters. Considering what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p><b>Text:</b> Funny Bones</p> <p><b>Outcome:</b> Writing speech bubbles recounting what we did at the park.</p> <p><b>Key Learning:</b> Punctuating sentences with a question mark. Adding 's' or 'es' to the end of a word where the root word does not change.</p>	<p>Partition 5 into two parts in different ways using concrete objects (e.g. 2-coloured counters or 2-coloured multi-link bars). Record pictorially. Use a context to problem-solve with number bonds to 5. Partition 5, 6 and 7 into two parts in different ways using concrete objects (e.g. 2-coloured counters or 2-coloured multi-link bars). Record pictorially. Note double 3 is 6. Use a context to problem-solve with number bonds to 5, 6 and 7. Record partitions using part-whole diagrams alongside number sentences. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Use partitions of 5, 6 and 7 to derive associated subtraction facts. Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10. Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations.</p>	<p><b>Enquiry Question:</b> Longitudinal Study – Seasonal Changes</p> <p><b>Key Learning:</b> Children to build on and develop an extensive knowledge of accurate scientific vocabulary. Observe and describe weather associated with the seasons and how day length varies. We will record the changes in a diary.</p> <p><b>Knowledge:</b> Observing and exploring changes in the environment around them. Identifying key features of winter and the differences between seasons.</p>	<p><b>Enquiry:</b> My local park is perfect all year round.</p> <p><b>Key Learning:</b> Children will know where their local park is Children will know the features of the local park Children will know the human and physical features surrounding their local park. Children know where their local park is in relation to their school and can describe the route using geography vocabulary. Children draw or make a map and create symbols and a key. Children know the weather associated with each season and consider how suited their local park is to each season. Children consider weather and seasons as well as ideas from other parks in the world to draw their local park with adaptations. Children can locate the park. Children develop their geography vocabulary. Children match weather and season information to the features in the park.</p>

RE	Computing	PSHE	ART	Music	PE
<p><b>Concept:</b> Good and Evil <b>Theme/Unit:</b> Hinduism - Holi</p> <p><b>Questions:</b> What does good and evil mean to me? Can a bad / evil deed be forgiven? Does good win over evil in most stories? Good and evil in the Hindu festival of Holi. Why is it important that good overcomes evil?</p>	<p><b>Unit Name:</b> How does a Super Market Work</p> <p><b>Key Learning:</b> To recognise common use of technology outside of school and in the world around us.</p> <p>Pupils roleplay what happens to tins of beans in a supermarket. How they are tracked using a list (database) and removed from the list when they are bought. How when the list is empty new tins of beans are ordered from the warehouse or bean manufacturer.</p>	<p><b>Enquiry Question:</b> How can I keep myself safe?</p> <p><b>Key Learning:</b> I can say different feelings that I have and how my body behaves when I have them. I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them. I can tell you what my body needs to keep healthy. I can give examples of how I keep myself healthy. I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body). I can tell you how medicines can help a person. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) I can explain why medicines need to be kept out of reach and sight of children.</p>	<p><b>Unit:</b> Recycling 'Untitled' Piece of Art</p> <p><b>Key Learning:</b> Mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects Follow instructions to assemble and dis-assemble a range of construction kits to build specific objects Build junk models and prepare them for painting and decorating by covering them with layers of paper Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Fold, pleat and cut paper and thin card of varying thicknesses</p>	<p><b>Unit Name:</b> In the Groove – How to be in the groove with different styles of music.</p> <p><b>Key Learning:</b> Learning about changes in musicality in the following styles: Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p><b>Knowledge:</b> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To confidently sing or rap five songs from memory and sing them in unison. Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before.</p>	<p><b>Unit Name:</b> Dance</p> <p><b>Key Learning:</b> To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape.</p>