Year 1 Curriculum Overview
Cycle A, Spring 2 2022

Reading	Writing	Maths	Science	History
Text: Tiddler Julia Donaldson **Key Learning:** Word Reading - fluency Select and Retrieve Inference Word of the day **Text: Zog** Make inferences about what is said and done. Find information within a text **Key Learning:** Word Reading Select and Retrieve Respond & Explain Word of the Day **Elmer** I can make predictions. I can respond to a text. **Key Learning:** Word Reading Prediction Inference Respond & Explain Word of the Day	**Text:** La Luna **Purpose:** Entertain **Audience:** EYFS children **Form:** narrative **Outcome:** 1st person or 3rd person narrative **Key Learning:** Join clauses using 'and' Re-read what they have written to check for sense Sequence sentences to form a short narrative Write words using a contracted form . **Text:** Man on the Moon **Key Learning:** **Purpose:** retell **Audience:** Family back home **Form**: recount **Outcome:** Recount written as one of the characters from the story **Purpose:** inform/describe/persuade **Audience:** astronauts **Form**: Recount **Outcome:** A recount for a day on the moon.	**Key Question:** There are 10 crayons in a box. How many crayons will I have if I buy 5 boxes? **Key Learning:** Count reliably in 2s and 10s. Link counting in 10s to grouping objects and to the pattern of numbers on a number-line. Solve one-step problems involving multiplication, focussing on groups of 2 and 10, using concrete objects, pictorial representations and arrays with the support of the teacher. Rehearse together the language of 'How many groups of 2 (10) are there?' 'There are 3 groups of 2'. Share objects equally by counting how many in each group and record pictorially. Recognise and name common 2D shapes including squares and circles, rectangles and triangles. Recognise and name a half as one of two equal parts of a shape. Recognise, find and name a quarter as one of four equal parts of a shape	**Enquiry Question:** How can we make a tent? **Key Learning:** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by	**Enquiry:** Did children in the past play with the same toys as me? **Key Learning:** Chronology: Create simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old/ new, then/ now. Change and Continuity: Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. Historical enquiry: Can talk about similarities and differences between two or more historical sources using simple historical terms

	Key Learning:		squashing, bending, twisting and stretching.	
	Join clauses using 'and'			
	Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs		Skills: Testing a material for a particular purpose.	
	Begin to spell words using contracted forms			
	Write a simple sentence with straight forward subject/ verb agreement			

RE	PSHE	DT	Computing	Music	PE
Concept: Welcoming Theme/Unit: Christianity – Palm Sunday Questions: What does welcoming mean? How was Jesus welcomed on Palm Sunday? Is it important for Christians to remember Jesus' welcome? What is my experience of welcoming? When is it important to welcome people? Key Learning To identify and describe the concept of welcoming To simply describe how Christians made Jesus feel welcomed on palm Sunday To describe why it is important to remember Jesus' welcome To talk about the concept of welcoming and identify examples of how they have felt welcomed. To describe situations when welcoming is or is not important.	Unit: Rights and Responsibilities Key Learning: Explain something that I can do to look after myself and my environment. Say some ways that we look after money Give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	Enquiry Question: How do they move? Key Learning: To know the main components of a wheeled vehicle To experiment with mechanisms and explore how wheels, axels and axel holders work. To investigate how wheels rotate and problem solve when they will not. To design a moving vehicle. To select and review appropriate materials and resources. To evaluate their work.	Enquiry question: How can you turn a code into an algorithm? Key Learning: To physically follow and give each other forward, backward & turn (right-angle) instructions. To articulate an algorithm to achieve a purpose. To plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn and drawing a trail To explore outcomes when giving instructions in a simple Logo program To debug any problems.	Unit: Zootime Key Learning: To know how you can enjoy moving to music. To recognise a musical style (reggae). To learn a song off by heart. To know and find the pulse in a piece of music. We add high and low sounds, pitch, when we play our instruments. To know the names of untuned percussion instruments (glockenspiel) Play in time with a beat or steady pulse. To copy a sequence of musical notes by singing or using an instrument. To start and stop singing following a leader. To compose a tune based on a given example.	Unit: Dance Theme – The Circus Key Learning: Exploring space and travel Pupils will explore space and how their body can move to express themselves Key Skills: Physical: travel Physical: using dynamics, pathway, expression and speed Physical: balance Social: consideration Social: sharing ideas Emotional: confidence Thinking: Creating Thinking: observing and providing feedback Emotional – confidence