

## Year 1 Curriculum Overview

### Cycle B, Spring 2, 2025

Reading	Writing	Maths	Science	Geography
<p><b>Texts:</b>  Ruby's Worry – Tom Percival  Ravi's Roar – Tom Percival  The Rainbow Fish – Marcus Pfister  Jonty Gentoo – Julia Donaldson  Aliens Love Underpants – Claire Freedman and Ben Cort  Look Up! – Nathan Bryon</p> <p><b>Key Learning:</b>  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught.  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word.  Read aloud accurately books that are consistent with their developing phonic knowledge</p>	<p><b>Text:</b> How to Wash A Woolly Mammoth – Michelle Robinson and Kate Hindley  <b>Purpose:</b> To inform  <b>Audience:</b> pet shop visitors  <b>Form:</b> instructions  <b>Outcome:</b> Own instructions for how to look after an animal</p> <p><b>Key Learning</b>  Spell words containing each of the 40+ phonemes already taught  Say out loud what they are going to write about  Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary  Begin to punctuate sentences using a capital letter and a full stop  Sequence sentences to form short narratives  Select basic ideas and content linked to the purpose of a task  Re-read what they have written to check that it makes sense</p> <p><b>Text:</b> Meerkat Mail by Emily Gravett  <b>Purpose:</b> retell/inform  <b>Audience:</b> animal families</p>	<p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p> <p><b>Measurement</b>  Tell the time to the hour and half past the hour.  Begin to draw the hands on a clock-face.  Know how many minutes there are in an hour and half an hour  Solve practical problems involving mass or weight using the language of heavy/light; heavier than/ lighter than.  Recognise and name common 2D shapes including squares and circles, rectangles and triangles.</p> <p><b>Fractions</b>  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</p> <p><b>Multiplication &amp; Division</b>  Count reliably in 2s and 10s.  Link counting in 10s to grouping objects and to the pattern of numbers on a number-line.</p>	<p><b>Enquiry Question:</b> Do all animals grow in the same way?</p> <p><b>Key Learning:</b>  Notice that animals, including humans, have offspring which grow into adults  Recognise similarities and differences between animals and their life cycles  Recognise and describe some animal life cycles  - All animals eventually die  - Animals reproduce new animals when they reach maturity  - Animals grow until they reach maturity and then don't grow any larger</p> <p><b>Skills:</b>  Ask questions  Observe closely  Identify and classify  Use observations to suggest answers to questions</p>	<p><b>Enquiry Question:</b> Where in our world are the hot and cold places and what are they like?</p> <p><b>Key Learning:</b>  Name and locate the world's seven continents and five oceans  The location of hot and cold areas of the world in relation to the Equator  and the North and South Poles  Use basic geographical vocabulary to refer to key physical features  Use basic geographical vocabulary to refer to key human features</p> <p><b>Skills:</b>  Use world maps, atlases and globes to identify continents and oceans  studied at this key stage  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  devise a simple map; and use and construct basic</p>

<p>and that do not require them to use other strategies to work out words.</p> <p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</p> <p>Ask questions and express opinions about main events and characters in stories.</p> <p>Recognise and join in with predictable phrases .</p> <p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Recall the main points of a narrative in the correct sequence</p>	<p><b>Form:</b> letter</p> <p><b>Outcome:</b> letters or postcards to retell the travels around the world.</p> <p><b>Key Learning:</b></p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Say out loud what they are going to write about</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Begin to punctuate sentences using a capital letter and a full stops</p> <p>Begin to spell words using contracted forms</p> <p>Sequence sentences to form short narratives</p> <p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to check that it makes sense</p> <p>Join clauses using 'and'</p> <p>Use a capital letter for days of the week</p> <p>Spell the days of the week</p>	<p>Solve one-step problems involving multiplication, focussing on groups of 2 and 10, using concrete objects, pictorial representations and arrays.</p> <p>Rehearse together the language of 'How many groups of 2 (10) are there?' ~ 'There are 3 groups of 2'</p> <p>Share objects equally by counting how many in each group and record pictorially.</p> <p><b>Number &amp; Place Value</b></p> <p>Count to at least 100 forwards, beginning with 0 or 1, or from any given number</p> <p>Count in 2s to 20, modelling on a number-line</p> <p>Count in 10s to 100, modelling on a number-line</p> <p>Read numbers from 0 to 100.</p> <p>Write numbers from 1 to 20</p> <p>Order numbers up to 100 starting from any number crossing the tens boundaries.</p> <p>Count back from any given number up to 50.</p> <p>Given a number, identify one more and one less</p> <p>Add 10 to a number using concrete resources and a number-line.</p> <p>Revise and use partitions of all numbers up to 10, recalling and deriving associated subtraction facts to solve problems.</p>	<p>symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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Make inferences on the basis of what is being said and done		<p>Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10 when solving problems.</p> <p>Develop children's fluency with using known or derived number facts , moving on from counting in ones (on fingers).</p> <p>Solve one-step problems that involve addition and subtraction to 20, using concrete objects and pictorial representations.</p> <p>Deepen understanding of the relationship between the concrete and ordinal for numbers up to 20. E.g. '11 is ten and one' (using concrete objects) and also '11 is one more than 10' (position on a number-line).</p>		
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RE	PSHE	Art	Computing	Music	PE
<p><b>Concept:</b> Salvation</p> <p><b>Theme/Unit:</b> Why does Easter matter to Christians?</p> <p><b>Key Learning</b> Recognise that Salvation is a part of a 'big' story from the Bible. Know the events of Holy Week and tell stories of Holy Week and Easter. Know that Christians believe Jesus rose again, giving people hope of a new life. Give examples of ways Christians express their beliefs and feelings about Jesus's death and resurrection Think, talk and ask questions about whether the story has anything to say to them about sadness, hope or heaven.</p>	<p><b>Unit Theme:</b> Being My Best – Health and Hygiene</p> <p><b>Key Learning:</b> Understand what are healthy and unhealthy choices in regards to food, drink and activities. Know and compare different foods and group them to be healthy or unhealthy. Understand the basic ways of keeping clean – washing hands, the prevention of germs. Know about vaccines and what they are for. Understand the importance of dental hygiene and how to brush our teeth.</p>	<p><b>Enquiry Question:</b> How can I create a frozen world in a paper collage?</p> <p><b>Key Learning:</b> Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In collage, develop skills in overlapping and overlaying to create effects. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw from observation, memory or imagination.</p>	<p><b>Enquiry Question:</b> How can I make an information text?</p> <p><b>Key Learning:</b> Use a word processing program to create and modify text. Use a painting program to create a picture independently. Use a search engine to find facts. <b>Knowledge and Skills</b> Turn on computer and log in. Save a file. Retrieve a file. Use a search engine (Google) to find information. Shut down. Recognise and use tools within Word to create text. Recognise and use tools within Word to modify text (colour, size, font). Identify knowledge and skills acquired.</p>	<p><b>Enquiry Question:</b> How can I compose and perform a musical piece?</p> <p><b>Key Learning:</b> Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments</p> <p>Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments using both hands differentiating between left and right. Begin to play with musical intent.</p> <p><b>Sing</b> and play in time and follow a wider range of simple directions, develop awareness of why and how to improve and present a performance. Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</p>	<p><b>Unit:</b> Sending &amp; Receiving</p> <p><b>Key Learning:</b> Roll a ball towards a target. Track and receive a rolling ball. Send and receive a ball with their feet. Develop catching skills. Develop throwing skills. Send and receive a ball using a racket.</p> <p><b>Unit:</b> Invasion Games</p> <p><b>Key Learning:</b> Understand what being in possession means and support a teammate to do this. Understand that scoring goals is an attacking skill and to explore ways to do this. Understand that stopping goals is a defending skill and explore ways to do this. Explore how to gain possession. Mark an opponent and understand that this is a defending skill. Apply simple tactics for attacking and defending.</p>

				<p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p>Understand the word 'dynamics' and, recognise and identify music getting louder and quieter</p> <p>Understand the word 'tempo' and respond to, recognise and identify getting faster and slower</p>	
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