

# Year One Spring Term Curriculum Overview 2017-18

## Theme: 'Long, Long Ago' - Transport

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| <div><div>Extra-curricular events</div><div>Trips and Visitors</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <div>Forest School</div> <div>Enrichment: Create and craft &amp; drama and dance,</div> <div>House Music Competition</div> <div>Book Week</div> <div>Cross country</div> <div>STEAM Museum trip</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <div>Special activities</div> <div>Grandparents toys and games, World Book Day and Easter Parade</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <div>This term the pupils will consolidate their learning about how to write in simple sentences using capital letters, finger spaces and full stops consistently.</div> <div><b>Writing:</b> Their main focus will be on Traditional Tales. The pupils will look at the different characters in stories and the key events. They will learn how to retell a story using actions and describe a setting. They will continue to investigate different characters traits and the format of traditional tales.</div> <div><b>Reading and Spelling:</b> They will use phonics as the main approach to decode words.</div> <div><b>Reading - Fiction:</b> The pupils will learn how to make predictions and discuss what they like about the story and develop confidence, fluency and expression when reading.</div> <div><b>Non Fiction:</b> They Will learn that non-fiction books have information and the layout is different. They will also learn the terms, title, caption, label and contents.</div> <div><b>Handwriting:</b> They will continue to develop their handwriting skills by looking at correct letter formation, pencil grip and shape and size of letters.</div> | <div>This term the pupils in Year 1 will study the following topics:</div> <div><b>Counting, place value, reading and writing number patterns:</b> They will count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They will count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. When given a number, identify one more and one less. They will read and write numbers from 1 to 20 in numerals and words. They will identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most and least.</div> <div><b>Addition and Subtraction:</b> They will represent and use number bonds and related subtraction facts within 20. They will add and subtract one-digit and two-digit numbers to 20, including zero. They will solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</div> <div><b>Grouping and sharing:</b> They will solve problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</div> <div><b>Shape, position and movement:</b> They will recognise and name common 2D shapes (rectangles, squares, circles and triangles) and 3D shapes (cuboids, cubes, pyramids and spheres). They will describe position, directions and movements, including half, quarter and three- quarter turns.</div> <div><b>Measures:</b> They will compare, measure, describe, record and solve practical problems for mass or weight (heavy/light, heavier than, lighter than) and capacity/volume (full/empty, more than, less than, quarter).</div> | <div><b>Everyday Materials:</b> Pupils will learn to group materials using scientific vocabulary on the basis of their simple physical properties. They will look at the uses of these materials and perform simple investigations to find out whether they float, sink, are waterproof, absorbent or magnetic.</div> <div><b>Forces:</b> The pupils will investigate simple forces such as push and pull and how these affect movement. They will identify how these relate to everyday objects.</div>                                                                                                                                                                                                                                                 |
| Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <div>This term the pupils in Year 1 will be learning how to name and locate the four countries and capital cities of the UK. They will be exploring the differences and similarities between the countries and learning how to identify the key features of each country. They will exploring the differences between town and country locations and using basic geographical vocabulary to refer to key human and physical features. Finally they will focus on two cities. London in the UK and compare it with Brasilia in South America.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div><b>Managing anger</b> They will understand that we all feel angry at times and need to express themselves in safe ways that don't hurt themselves, other people or the world around them.</div> <div><b>Gentle Touch, Hurting touch</b> They will gain awareness of different kinds of touch and reflect on ways of keeping safe.</div> <div><b>Telling others and keeping secrets</b> They will explore issues of trust, privacy and secrecy, enhancing their ability to communicate their fears or concerns effectively.</div> <div><b>Glad to be me</b> They will explore what they like/dislike and what is fair/unfair. They will be encouraged to talk about their experiences and build in self confidence knowing that they are special in their own way.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>This term the pupils will be learning about how transport has changed through the ages. They will be exploring early transport such as the Viking longboats then moving on to explore how cars and trains have changed over time. The boys will learn about George Stevenson and discover why he was so significant in the history of rail transportation. They will be taught how to research historic events by using different sources such as an encyclopaedia, asking witnesses and searching the internet. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing travel from different periods.</div> |
| Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Computing (ICT)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <div>This term the boys will be learning about the artist Henri Rousseau. They will be studying his jungle inspired work and will have the opportunity to create work in his style. They will develop</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div>This term the pupils will be exploring the question ‘What is belief?’ They will also focus on Jesus’ parables, in particular, The</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div><b>Programming:</b> The pupils in Year 1 will begin to predict what will happen for a short sequence of instructions in a program</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space.</p> <p><b>Painting:</b> They will explore primary and secondary colours; mixing; and printing with sponges.</p> <p><b>Drawing:</b> They will study observational drawing of animals, sketching, control of the pencil.</p> <p><b>Collage:</b> They will sort and arrange materials for a purpose; and cut and tear paper and card shapes to create a jungle scene.</p>                                                                                                                                                                                | <p>lost coin, The lost sheep, Feeding the 5000, Calming the storm and The Good Samaritan.</p>                                                                                                                                                                                                                                                                                                                             | <p>They will begin to use software to create movement and patterns on a screen.</p> <p><b>Data Handling:</b> They will contribute to and interpret a pictogram.</p> <p><b>Multimedia</b> They will use paint programs to create pictures; and add text and images to a template document using an image and word bank. They will record their own voices and play them back to an audience. They will create sounds and simple music phrases using ICT tools. They will develop their use of the keyboard.</p> <p><b>Progression in technology</b> They will use age appropriate websites for research.</p> |                                                                                                                                                                                                                                      |
| <b>Physical Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>CDT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Languages</b>                                                                                                                                                                                                                     |
| <p><b>Swimming:</b> They will learn to move in water (for example, jump, walk, hop and spin, using swimming aids and support). They will float and move with and without swimming aids. They will feel the buoyancy and support of water and swimming aids and propel themselves in water using different swimming aids, arms and leg actions and basic strokes</p> <p><b>Sport:</b> This unit explores the different ways of throwing and catching using different pieces of equipment. 'Sending' skills are also explored and used in a range of target games. The pupils will practise skills needed for long distance running for the cross country event.</p> | <p><b>Instruments:</b> Pupils will learn to recognise a range of instruments aurally and visually, identifying and naming tuned and untuned percussion. They will explore different ways of playing them.</p> <p><b>Learning about pitch:</b> boys will learn about pitch through singing songs from 'Jack and the Beanstalk' and composing incidental music, understanding and recognising when notes go up or down.</p> | <p>This term the boys will be learning how to make an axle and create their own vehicle. They will develop their design ideas based on investigating wheeled vehicles in the world around them. The boys will learn about wheels and axles and make a wheeled vehicle such as a car or train by applying basic measuring, marking, cutting and joining skills. The boys will also have the opportunity to create a floating vehicle which should be able to carry (small) passengers!</p>                                                                                                                   | <p><b>French (speaking &amp; listening):</b><br/>The pupils will learn vocabulary in the following topics:<br/>Animals, numbers to 20 and food.</p> <p>They will watch the Serge DVD and learn about French customs and culture.</p> |