

## Year 1 Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14
<b>MATHEMATICS</b>	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <ul style="list-style-type: none"> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>To 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</li> <li>To represent and use number bonds and related subtraction facts within 20</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> <li>To understand a symbol being used for an unknown quantity</li> <li>To solve word problems involving addition and subtraction</li> <li>To add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on</li> <li>To recognise and name common 2-D and 3-D shapes</li> <li>To sort objects on to a Venn diagram</li> <li>To recognise and use language relating to dates, including days of the week, weeks, months and year.</li> </ul>						<b>ASSESSMENT WEEK</b>	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <ul style="list-style-type: none"> <li>To know number properties, including odd and even</li> <li>To count in multiples of twos</li> <li>To recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>To represent and use number bonds and related subtraction facts within 20</li> <li>To use number facts to 10 to solve problems including word problems</li> <li>To recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>To compare and measure lengths or heights using non-standard uniform units</li> <li>To add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>To understand place value in 2-digit numbers</li> <li>To count on and back in 10s from any number up to 100.</li> </ul>							<b>ASSESSMENT WEEK</b>
<b>SCIENCE</b>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul>			<p><b><u>Animals</u></b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>			<p><b><u>Animals</u></b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>							<p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> </ul>	

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	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants</li> <li>To identify and name the roots, trunk and leaves of a tree.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>To describe and compare the structure of a variety of common animals.</li> </ul>		<ul style="list-style-type: none"> <li>To describe and compare the structure of a variety of common animals.</li> </ul>	<ul style="list-style-type: none"> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
HISTORY				<p><b><u>Who were the Greatest Explorers?</u></b></p> <ul style="list-style-type: none"> <li>To learn about what explorers did in history and do now, and explain their achievements</li> <li>To learn about the life of Ibn Battuta and why his travels are important</li> <li>To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer</li> <li>To understand why Roald Amundsen reached the South Pole before Captain Scott</li> <li>To know and understand Sunita Williams' achievements as an explorer</li> <li>To consider who is the greatest explorer, and be able to explain the reasons.</li> </ul>		
GEOGRAPHY	<p><b><u>Where in the world do these people live?</u></b></p> <ul style="list-style-type: none"> <li>To describe the location and place that we live in as part of the UK</li> <li>To understand what the coast is like, and to see it through the eyes of someone who lives there</li> <li>To understand what living in a rainforest is like, and to compare it with our own lives</li> <li>To understand how and why different buildings are built to suit different places, using the example of Timbuktu</li> <li>To understand what a city is, and to locate world cities on a map</li> <li>To identify where Ashkenazi and Sephardi Jews come from.</li> </ul>					
ART	<p><b><u>Expressionism</u></b></p> <ul style="list-style-type: none"> <li>To learn about a range of artists during 1900s</li> <li>Use a variety of tools, e.g. pencils, crayons, pastels, charcoal, chalk and other dry media</li> <li>Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>Talk about and show their own ideas in their artwork</li> <li>Experiment with and select the correct tools and materials appropriate to the technique and topic</li> <li>Say what they broadly think of their artwork and the artwork of others</li> <li>Discuss how art changed through the era.</li> </ul> <p><b><u>Artists</u></b> Dali</p>					
DT				<p><b><u>Lighthouse Keepers Lunchbox</u></b></p> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products in the context of evaluating the basket used to transport the lighthouse keeper's lunch</li> <li>To evaluate a product's ability to do a job well</li> <li>To explore and evaluate a range of existing products in the context of evaluating existing lunch boxes.</li> <li>To investigate and evaluate existing products</li> <li>To select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box</li> <li>To explore different materials and decide which will be useful for making my product</li> </ul>		

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							<ul style="list-style-type: none"> <li>To select from and use a wide range of tools and equipment to perform practical tasks in the context of selecting and using the correct tools and equipment to make a lunch box</li> <li>To select and use tools and equipment to make a product</li> <li>To evaluate their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria</li> <li>To test a product and then evaluate it</li> <li>To use evaluations to make improvements. Is my lunchbox environmentally friendly?</li> </ul> <p><b>Designers:</b> Joseph Joseph, Elephant Box</p>			
COMPUTING	<b>COMPUTING STRAND: Computer Science</b> <b>Unit 1.5 Maze Explorers - Program; 2Go</b>		<b>COMPUTING STRAND: Digital Literacy</b> <b>Unit 1.9 Technology Outside School - Program; Writing Templates</b>		Catch-up/ Consolidation	<b>COMPUTING STRAND: Information Technology</b> <b>Unit 1.6 Animated Story Books - Programs; 2Create A Story</b>				
	<ul style="list-style-type: none"> <li>To understand the functionality of the basic direction keys in Challenges 1 and 2</li> <li>To be able to use the direction keys to complete the challenges successfully</li> <li>To understand the functionality of the basic direction keys in Challenges 3 and 4</li> <li>To understand how to create and debug a set of instructions (algorithm)</li> <li>To use the additional direction keys as part of their algorithm</li> <li>To understand how to change and extend the algorithm lis.</li> <li>To create a longer algorithm for an activity</li> <li>To provide an opportunity for the children to set challenges for each other</li> <li>To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.</li> </ul>		<ul style="list-style-type: none"> <li>To walk around the local community and find examples of where technology is used</li> <li>To record examples of technology outside school</li> </ul>			<ul style="list-style-type: none"> <li>To be introduced to e-books and to 2Create a Story</li> <li>To continue a previously saved story</li> <li>To add animation to a story</li> <li>To add sound to a story including voice recording and music the children have created</li> <li>To work on a more complex story including adding backgrounds and copying and pasting pages</li> <li>To use additional features to enhance their stories. To share their e-books on a class display board.</li> </ul>				
PE	<b><u>Invasion Games</u></b>					<b><u>Attack, Defend Shoot - Hockey – Unit 2.</u></b>				
	<ul style="list-style-type: none"> <li>To change speed whilst running.</li> <li>To change direction.</li> <li>To dodge/catch others in the class.</li> <li>To understand who to pass to and why.</li> <li>To understand what being 'in possession' means.</li> </ul>					<ul style="list-style-type: none"> <li>To play in a game with defined areas.</li> <li>To play as part of a team to attack and defend.</li> <li>To know how to hold and handle equipment correctly.</li> <li>To begin to pass a ball to a partner.</li> <li>To use sideways movement to be in a better position to defend goals.</li> <li>To use forwards and sideways movement to get into position to shoot.</li> <li>To play with a partner using passing skills to score points.</li> <li>To play in a game where rules apply.</li> <li>To recognise when rules have changed.</li> <li>To identify where to stand to best defend goals (hoops).</li> <li>To play in competitive games.</li> </ul>				

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<b>MUSIC</b>	<p><b>Unit: Musical Vocabulary</b> <b>Theme: Under the Sea</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b> <b>Listening, appraising and responding</b> <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm</li> <li>Understanding that different types of sounds are called timbres</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</li> <li>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement</li> <li>Describing the differences between two pieces of music</li> <li>Expressing a basic opinion about music (like/dislike).</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Listening to and repeating short, simple rhythmic patterns</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul> <p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</li> <li>Combining instrumental and vocal sounds within a given structure</li> <li>Creating simple melodies using a few notes</li> <li>Choosing dynamics, tempo and timbre for a piece of music</li> <li>Creating a simple graphic score to represent a composition</li> <li>Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> <li>Performing from graphic notation.</li> </ul>	<p><b>Unit: Timbre and Rhythmic Patterns</b> <b>Theme: Fairytales</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b> <b>Listening, appraising and responding</b> <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm</li> <li>Understanding that different types of sounds are called timbres</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</li> <li>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement</li> <li>Describing the differences between two pieces of music</li> <li>Expressing a basic opinion about music (like/dislike).</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Listening to and repeating short, simple rhythmic patterns</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul> <p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</li> <li>Combining instrumental and vocal sounds within a given structure</li> <li>Creating simple melodies using a few notes</li> <li>Choosing dynamics, tempo and timbre for a piece of music</li> <li>Creating a simple graphic score to represent a composition</li> <li>Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> <li>Performing from graphic notation.</li> </ul>
	<b>SRE/ PSHE</b>	<p><b>Internet Safety</b></p> <ul style="list-style-type: none"> <li>To recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time</li> <li>To make good choices about age appropriate activities</li> </ul>

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	<ul style="list-style-type: none"> <li>To suggest basic ways to keep safe online. E.g. Keeping passwords safe or recognising that they need to know who they are sharing knowledge with online.</li> </ul> <p><u>Cross-curricular with English</u></p> <ul style="list-style-type: none"> <li>To be able to identify and interpret feelings through facial expressions and identifying positive qualities</li> <li>To communicate feelings to others and identify how others show feelings.</li> </ul> <p><u>Cross-curricular with Geography</u></p> <ul style="list-style-type: none"> <li>To be aware of what people can do to improve/harm the local community and environment.</li> </ul> <p><u>Children’s Mental Health Week</u></p> <ul style="list-style-type: none"> <li>To recognise what they are good at</li> <li>To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something.</li> </ul> <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> <li>To know how to ask for help when worried (worry box)</li> <li>To listen to each other and work and play cooperatively</li> <li>To learn how to contribute to the life of the classroom</li> <li>To agree to and follow rules and understand how rules help them. (Ongoing and through circle time).</li> </ul> <p><b><u>British Values – Mutual Respect and Tolerance of those with different faiths and beliefs</u></b></p> <ul style="list-style-type: none"> <li>Assembly plus follow-up work</li> <li>To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</li> <li>To know that people have things in common but everyone is unique.</li> <li>To identify and respect the similarities and differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>To describe their family and understand why everyone’s family is special</li> <li>To identify which people look after them and who to go to if they are worried.</li> </ul> <p><u>Cross-curricular with English</u></p> <ul style="list-style-type: none"> <li>To be able to identify and interpret feelings through facial expressions and identifying positive qualities</li> <li>To communicate feelings to others and identify how others show feelings.</li> </ul> <p><u>Cross-curricular with Science</u></p> <ul style="list-style-type: none"> <li>To understand that people and living things have needs and that they have responsibilities to meet them.</li> </ul> <p><u>Cross-curricular with Geography</u></p> <ul style="list-style-type: none"> <li>To be aware of what people can do to improve/harm the local community and environment.</li> </ul> <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> <li>To know how to ask for help when worried (worry box)</li> <li>To listen to each other and work and play cooperatively</li> <li>To learn how to contribute to the life of the classroom</li> <li>To agree to and follow rules and understand how rules help them. (Ongoing and through circle time).</li> </ul>
<b>FRENCH</b>	<p><b>Less Saisons (The Seasons)</b></p> <ul style="list-style-type: none"> <li>To recognise all four seasons in French</li> <li>To learn an associated action for each season in French</li> <li>To understand better what happens in the world around us in each season in French.</li> </ul>	<p><b>Les Transports (Transport)</b></p> <ul style="list-style-type: none"> <li>To recognise and recall 7 modes of transport in French</li> <li>To recall numbers 1-5</li> <li>To know the colours yellow, red, green, orange &amp; blue more easily in French.</li> </ul>
<b>JS</b>	<p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To focus on the differences between bet/vet and kaf/chaf</li> <li>To know the difference between mem and tet</li> <li>To participate in chagigat siddur</li> <li>To start being able to navigate a siddur.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Bo - obeying instructions</li> <li>Parashat Beshalach - being brave</li> <li>Parashat Yitro - respecting and listening to our parents</li> <li>Parsahat Mishpatim – keeping the Torah laws</li> <li>Parashat Terumah – doing a mitzvah nicely.</li> </ul> <p><b>Jewish Way Of Life: Kashrut</b></p> <ul style="list-style-type: none"> <li>To introduce the topic of Kashrut</li> <li>To know what makes animals kosher</li> <li>To know what makes birds kosher</li> </ul>	<p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To recognise the difference between dalet and final chaf</li> <li>To be able to read final mem and samech</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Vayakhel – giving love</li> <li>Parashat Pekudei – showing respect.</li> </ul> <p><b>Chagim: Purim</b></p> <ul style="list-style-type: none"> <li>To know the Purim story</li> <li>To make a megillah for Purim</li> <li>To understand the four mitzvot of Purim</li> <li>To make Purim puppet</li> <li>To make hamantaschen</li> <li>To celebrate Purim at school.</li> </ul>

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- To be able to identify milk and meat foods
- To understand the concept of parev and be able to identify parev foods
- To know what makes fish kosher.

### **Chagim: TuBiShvat**

- To understand the uses of trees and wood
- To know what the shivat haminim are
- To experience a Tu B'shvat seder, sampling 15 fruits.

### **Chagim: Pesach**

- To role play the story of Pesach
- To know the order of the seder
- To know what is on the seder plate and why
- To know what chametz is and know how we recognise it
- To know what happens in Kadesh, urchatz and karpas
- To know what the afikomen is and when we use it
- To learn the basic meaning of the four Ma Nishtana question
- To know what happens in tzafun, barech, hallel and nirtzah at the seder
- To complete their own Hagadah
- To experience and participate in a school seder.