

# Alderwood Primary School

## Year 1 Cycle B

### Curriculum Overview 2017 – 2018

<b>Reading</b> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions	<b>Writing</b> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers	<b>Grammar</b> Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes <b>Speaking &amp; Listening</b> Listen & respond appropriately Ask relevant questions Maintain attention & participate
<b>Number/Calculation</b> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays	<b>Geometry &amp; Measures</b> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects	Describe position & movement, including half and quarter turns  Fractions Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<b>Everyday materials.</b> Identify/describe everyday materials.	<b>Seasonal Changes.</b> Observe changes across the 4 seasons.	<b>Everyday materials.</b> Comparing and grouping everyday materials.	<b>Animals including humans.</b> Name/draw/label basic parts of the human body. Identify common animals.	<b>Plants</b> Identifying/ naming common plants.	<b>Animals including humans -</b> (minibeasts), sorting and classifying
Computing	<b>How computers work</b> (Drip feed this through other aspects): recognise common uses of information technology beyond school.  <b>E-Safety</b> (Links with school rules, looking after property and each other, keeping passwords secret – like keys to your house – you don't give them to anyone). <b>Expectation:</b> Whenever children are taught about anything to do with technology, there is an e-safety element built in to the teaching that is regularly assessed for impact.					

	<p>Programming Coding and Control</p> <p>Suggested resources : Beebots, Beebot app, Light Bot app, pencil &amp; paper - <b>link with –instructions, cooking, playing games, giving directions</b></p>	<p>Using technology purposefully. Children need to learn how to use particular programs/equipment.</p> <p>Suggested resources: Paint packages e.g. 2Simple/Fresco - <b>cross curricular - technology to be used as a tool for learning in other subjects</b></p>	<p>Programming Coding and Control</p> <p>Create and debug simple programs.</p> <p>Suggested resources : Kodable app, Daisy the Dinosaur app – <b>link to geography/maths e.g direction</b></p>	<p>Programming Coding and Control</p> <p>Suggested resources : Lego Wedo – <b>link to science e.g. animals including humans</b></p>	<p>Using technology purposefully</p> <p>Suggested resources: Ipad Book Creator – <b>link to D.T. e.g. food technology</b></p>	<p>Using technology purposefully</p> <p>Suggested resources: Ipad Apps e.g. Book Creator/iMovie - <b>technology to be used to support learning in other areas of the curriculum e.g. R.E Judaism (Shabbat)</b></p>
Design and technology	<p><u>Textiles</u> templates and joining techniques.</p> <ul style="list-style-type: none"> <li>• Make templates to design their product.</li> <li>• Explore ways of joining textiles – stitching, gluing, taping.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</li> <li>• Design based on a criteria.</li> <li>• Evaluate their product, explain improvements.</li> </ul>		<p><u>Structures –</u> freestanding structures.</p> <ul style="list-style-type: none"> <li>• Discuss characteristics of materials – how to make materials stronger by folding or shaping.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Design based on a criteria.</li> <li>• Generate, develop, model and communicate their ideas through talk and drawing.</li> <li>• Select materials appropriately to perform tasks.</li> </ul> <p>Evaluate their product, explain improvements.</p>	<p><u>Food</u> Preparing dishes using fruits and vegetables</p> <ul style="list-style-type: none"> <li>• Describe different foods.</li> <li>• Explain where food comes from and describe it's original state.</li> <li>• Cut, chop and grate using appropriate tools.</li> <li>• Explain what a varied and balanced diet is.</li> </ul> <p>Combine simple ingredients, fruits and vegetables, in a healthy dish.</p>		
History	<p>Toys then and Now Sorting artefacts Visit to the Heritage Centre</p>	<p>Personal chronology - Grandparents</p>		<p>Develop range and depth of historical knowledge To recognise why people did things in the past through story St. George</p>		

<p>Geography</p>			<p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Try to link to work on stories)</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>	<p>Use geographical language - forest, hill, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office</p> <p>Name and locate the world's seven continents and five oceans</p>
<p>Art and design</p>		<p><b>Drawing: Portraits</b> Lowry Experimenting with media- pen, charcoal and control types of marks made</p> <p>Collage: Dulwich Picture Gallery Matisse: cut and shape paper using scissors Arrange and glue</p> <p>Painting: work from observation and match colours, Ready mix paint: use different brush sizes</p> <p>Sketch Books</p>			<p><b>Painting:</b> work from observation and match colours: watercolour (Room on the Broom, spring flowers)</p> <p>Drawing: experiment with media: chalk pastels And control marks. Mothers' Day cards</p> <p>Printing: Make and use rubbings of plants/ flowers</p> <p>Artist: Georgia O'Keeffe</p>	<p><b>Sculpture:</b> Manipulate malleable materials. Clay/modrok recyclable Materials To create minibeasts</p> <p>Collage: Jean Arp Tearing and layering paper and materials</p>
<p>Languages Spanish Understand spoken words and phrases and respond to Simple questions Topic linked vocabulary focus</p>	<p><b>Basic greetings</b></p> <p>iHola! – hello iAdios! – goodbye</p> <p>¿Que tal? – how are you?</p> <p>Bien, muy bien, no muy bien</p> <p>To introduce yourself using 'Me llamo...' and soy (I am)</p> <p>Gracias/por favor – thank you/please</p>	<p><b>Colours</b></p> <p>Counting to 20</p> <p>colours</p>	<p><b>Family</b></p> <p>Family members</p>	<p><b>Food and drink</b></p> <p>Food Drink</p>	<p><b>School day</b></p> <p>Subjects</p>	<p><b>Hobbies</b></p> <p>Sports</p>

	Count 1-10 and respond to question 2					
--	--------------------------------------	--	--	--	--	--

<b>PSCHE</b>	<p><b>Living in the wider world:</b> respect for self and others: help construct and follow classroom rules</p> <p><b>Health and well-being:</b> names for the main parts of the body</p> <p><b>Relationships:</b> listen to others and play and work cooperatively</p>	<p><b>Belonging</b> to groups and communities</p> <p><b>Health and well-being:</b> people who look after them</p> <p><b>Relationships:</b> identify their special people, what makes them special</p>	<p><b>Relationships:</b> share opinions and explain views</p> <p>to recognise what is fair and unfair, kind and unkind, right and wrong</p>	<p><b>Health and well-being:</b> to learn from experiences, to celebrate and recognise their strengths and set goals</p>	<p><b>Health and well-being:</b> Recognise what they like and dislike, making good choices</p>	<p><b>Living in the wider world:</b> what improves and harms their natural environment</p> <p><b>Health and well-being:</b> what constitutes a healthy lifestyle</p>
<b>Religious Education</b>	<p><b>Themed Unit: Who am I?/Belonging.</b> In this unit pupils draw on their understanding of what it means to belong, and then relate it to how children are given a sense of belonging in four religions: Christianity, Islam, Hinduism and Sikhism. Pupils investigate how children are welcomed into different religions. They think about how people show they belong and what is special for them about belonging.</p>	<p><b>Christianity: Unit 1: Jesus' birth and Christmas</b> Christianity unit 1: Christmas <b>Key Questions</b> What do Christians remember at Christmas? What do Christians believe about Jesus? Why is the Bible important to Christians?</p>	<p><b>Themed Unit: Celebrations</b> In this unit pupils are given the opportunity to learn about the beliefs of two religions, Christianity and Judaism, through a focus on celebrations and festivals. They will learn the meaning of the festivals for believers, the way in which the festival is celebrated around the world, and what pupils may learn about their own lives and communities from it.</p>	<p><b>Christianity: Unit 3: Easter and Symbols</b> <b>Key Questions</b> what do symbols of Easter represent? how do symbols and symbolic actions show the importance of Easter for Christians?</p>	<p><b>Sikhism: Part 1: Unit 1 – Guru Nanak and his teachings</b> <b>Key Questions</b></p> <ul style="list-style-type: none"> <li>what do Sikhs believe about God?</li> <li>what does Guru mean?</li> <li>what does it mean to be equal?</li> </ul>	<p><b>Judaism: Part 1: Unit 1 – Shabbat – A day of rest.</b> <b>Key Questions</b> Why is Shabbat important to Jews? Why do Jews attend the synagogue? Why a day of rest?</p>
<b>PE</b>	Games	Cricket (Coach – Graeme)	Hockey	Games	Tennis	Athletics
	Gym	Dance	Gym	Dance	Gym	Dance
<b>Music</b> Sing songs • Play tuned & untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musical	Creating simple tunes using a pitch grid then creating simple rhythms using duration grids.		Combining pitch and duration to create simple tunes then texture, timbre and dynamics to create musical effect.		Combining the musical elements to create music.	