

Term 3

Year 1 Curriculum Overview

English – Character and dialogue

We are continuing with the Talk For Writing approach in our literacy lessons. Our focus text is, 'On the Way Home' by Jill Murphy. Through this text, the children will develop their skills to describe a character and begin to use dialogue in their narrative.

The following National Curriculum learning objectives will be covered in English this term:

In spoken language, children will improve their ability to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- give well-structured descriptions
- participate in discussions, presentations, performances, role play, improvisations and debates

In writing, the children will improve their ability to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using conjunctions
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

As well as reading that will be carried out as part of literacy lessons, SPaG lessons and phonics sessions, guided reading will also take place twice a week. Reading books will also be changed up to twice a week.

In reading, when decoding texts, children will improve their ability to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far.
- re-read these books to build up their fluency and confidence in word reading.

In Class 2, we have now started the Reading Spine scheme. The Reading Spine is a list of books which have been selected for this particular age group of children. The books have been selected as they are varied and have a rich vocabulary. We will be focusing on a book on a weekly to fortnightly basis so that in-depth discussion can take place.

In reading comprehension children will develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

In Phonics and SPAG, the children will improve their ability to:

- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- spell words containing each of the 40+ phonemes already taught
- spell common exception words

In Handwriting, children will improve their ability to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

Maths – Fractions, Multiplication and Division, Shape and Time

The focuses in maths over the next few weeks are fractions, multiplication and division, shape and time. The following National Curriculum learning objectives will be covered in Maths this term:

In the topic of fractions, children will improve their ability to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- *Going deeper:* recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

In the topic of multiplication and division, children will improve their ability to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

In the topic of shape, children will improve their ability to:

- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

In the topic of time, children will improve their ability to:

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- recognise and use language relating to dates, including days of the week, weeks, months and years
- compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- measure and begin to record time (hours, minutes, seconds)
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Science – Variety amongst Animals

Through the teaching of science children will be taught to use the following practical scientific methods, processes and skills such as:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

These scientific methods, processes and skills will be facilitated through the topic of Variety Amongst Animals. The following National Curriculum learning objectives will be covered in Science this term and children will improve their ability to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

History – Flight

Class 2 will be focusing on Flight and key individuals in this area.

Children will learn about:

- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- Compare aspects of life in different periods

Art – Beautiful Butterflies!

Class 2 will be studying butterflies and will be improving their ability to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PSHE – Say No To Bullying

In Personal, Social, Health and Emotional sessions, the focus this term is 'Say No To Bullying'. These weekly sessions are also supported through assemblies and Pastoral interventions during lunchtimes. In Class 2 the following learning intentions are as follows:

- I can tell you what bullying is.
- I can tell you some ways in which I am the same as and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
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- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

RE – The Torah: How does the Torah influence the lives of Jewish people?

In Religious Education, we follow the agreed syllabus for RE in Northamptonshire called 'Growing Together'. The following learning outcomes are outlined as follows:

The core RE concepts that the unit develops are:

Beliefs (Keeping the laws of the Torah are the foundation of the Jewish religion);

Morality (Religious laws can give basic rules for groups and societies);

Commitment (People may do things because of their religious beliefs).

Attitudes Focus - This unit will help pupils to explore attitudes of:

Self awareness by becoming increasingly aware of their own feelings and reactions and ways of responding positively to others;

Respect for all by developing a willingness to learn from ways in which the Jewish people show high regard for the Torah and its impact on their way of life.

The unit will provide these opportunities for pupils:

To consider aspects of the Jewish way of life and feelings about commitment to the main rules contained within the Torah; To consider a diverse range of views about questions of belief, faith and the value of the Torah to the Jewish people;

To gain a deeper understanding of Jewish people's beliefs and lifestyles;

To think about their own experiences and views in relation to questions of how they treat special objects and how they behave towards other people;

To think about and reflect on others' ways of life and their own;

To make use of ICT including websites and DVDs, drama activities including role play situations, and creative art work.

Music – Sound Effects

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

