

Term 5

Year 1 Curriculum Overview

English – Non-Chronological Report

We are continuing with the Talk for Writing approach in our literacy lessons. Our focus text is, 'Little Mouse's Big Book of Beasts' by Emily Gravett. Through this text, the children will develop their skills and understanding of non-fiction texts.

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:

- leave spaces between my words.
- understand that in a sentence something has to be happening.
- join words and sentences using 'and'.
- beginning to join words and sentences using 'because' and 'but'.
- beginning to use capital letters and full stops correctly.
- beginning to use question marks correctly.
- beginning to use exclamation marks correctly.
- use a capital letter for names of people, places, the days of the week and 'I'.

Reading is carried out as part of literacy lessons, SPaG lessons and phonics sessions. Guided reading sessions 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:

- read aloud phonetically plausible books accurately and fluently, quickly decoding unknown words (phase 6).
- read polysyllabic words using the phonemes that they have been taught.
- no longer need to use phonics to blend words that they have read often.

In Class 2, we follow Pie Corbett's 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 developing their ability to:

- use their phonics to blend sounds together to read words
- quickly read and recognise all of the graphemes in phase 5. (Alternative graphemes for reading)
- read all of the tricky words (phase 5)
- read words with the following endings: -s, -es, -ing, -ed, -er, est.
- read polysyllabic words using the phonemes that have been taught.
- read words with contractions and I understand the apostrophe represents the missing letter.
- accurately read aloud phonetically plausible books (phase 5).
- improve my fluency and confidence by re-reading books.

In SPaG, the children will improve their ability to:

- identify nouns
- identify adjectives
- identify verbs
- identify the conjunction 'and'
- form the past tense by adding 'ed'

In Handwriting, children will improve their ability to:

- use a good writing position and hold a pencil correctly.
- form my letters correctly, starting and finishing in the right place.
- form and position capital letters correctly.
- write the digits 0 to 9 correctly.

- position letters correctly on the line, paying particular attention to ascenders and descenders.

Maths – Multiplication and Division, Handling Data and Geometry

The focuses in maths over the next few weeks are multiplication and division, handling data and geometry The following National Curriculum learning objectives will be covered in Maths this term:

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

- work out the doubles of all numbers to 10 without using apparatus.
- work out all the halves of numbers to 10 without using apparatus.
- With support, I can solve multiplication and division practical one step problems using objects, pictures and arrays to help me.

In the topic of handling data children will improve their ability to:

- interpret and construct simple pictograms. (1 symbol/1 unit)
- construct simple pictograms. (1 symbol/1 unit)

- interpret simple block diagrams (interval of 1).
- construct simple block diagrams (interval of 1).

In the topic of geometry, children will improve their ability to;

- recognise and name the following 2D shapes: triangles, circles, rectangles, square *(including in different orientations)*.
- recognise and name the following 3D shapes: cuboids, cubes, pyramids and spheres

Science – Perfect Plants!

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 Perfect Plants. The following National Curriculum learning objectives will be covered in Science this term and children will improve their ability to:

Perfect Plants!

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Geography – What's Going on Here then?!

Through exploring physical geographical features and the impact of humans on landscapes, the children will improve their ability to:

- identify seasonal and daily weather patterns in the United Kingdom and 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Art – Impeccable Patterns

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

- use a range of materials creatively to design and make products
- 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 – Going For Goals

In Personal, Social, Health and Emotional sessions, the focus this term is ‘Going For Goals. These weekly sessions are also supported through assemblies. In Class 2 the following learning intentions are as follows:

- I know we learn in different ways.
- I can tell you some of my strengths as a learner.
- I can say what I want to happen when there is a problem.
- I can predict and understand the consequences of reaching my goal.
- I can break a goal down into small steps.
- I can choose a realistic goal.
- I can resist distractions.
- I can work towards a reward or for the satisfaction of finishing a task.
- I can recognize when I am becoming bored or frustrated.
- I know some ways to overcome boredom and frustration.
- I can think of lots of different ideas or solutions to problems.
- I can predict and understand the consequences of my solution or ideas.
- I can choose between my ideas and give reasons.

RE – Why is Jesus an inspirational leader?

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 (Christians believe that Jesus is the Son of God and Saviour);
Mystery (Some religious beliefs have a miraculous or mysterious quality);
Suffering (People may suffer for their beliefs – in this case, Jesus).

Attitudes Focus

This unit will help pupils to explore attitudes of:

Self-awareness: Feeling confident about expressing their own beliefs about the importance of Jesus and inspirational people;

Open-mindedness: Being willing to learn and gain new understanding from other people’s beliefs about Jesus;

Appreciation and wonder: Developing pupils’ capacity to respond to questions about the importance of Jesus, and the ways in which he is an inspiration to Christian people today.

Music – Rhythm, Rhyme and Timbre

- 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.