

Spring 1 Curriculum Planning

Maths:

Number-

- Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and words.

Add & Subtract-

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - One-digit and two-digit numbers to 20, including zero.
 - A two-digit number and ones.
 - A two-digit number and tens.
 - Two two-digit numbers.

Number Facts-

- Represent and use number bonds and related subtraction facts within 20.
- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.

Phonics/Reading: Read write Inc. Speed Sounds Set 1, 2 and 3

Read words accurately:

- 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.

Year One

Topic: Extremes!

English: Read Write Inc 'Get Writing'

Reading

The sounds are taught in this order:

- * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk
- * Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.

Year 1 common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children practise spelling Red Words in the Red Rhythms activity (Yellow-Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions. The Storybooks follow a careful progression to ensure that children never try to read a book that is beyond their phonic knowledge.

Daily talk through stories and Storytime and Poetry Time sessions supports the children to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Writing

The key spelling transcription activities are:

- Red Rhythms – spelling Red Words (Yellow-Grey Levels) - Fred Fingers – spelling Green Words - Hold a Sentence 1 and 2 - Build a Sentence (writing in Yellow-Grey Levels only) - Spell Check (Yellow-Grey Levels) - Spell Test (Yellow-Grey Levels) - Write About

Pupils check spelling in: - Proofread - Partner Proofread (Yellow- Grey Levels). Children are given prompts in the Get Writing! Books to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks.

Art & design:

Barbara Hepworth – sculptor

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Science:

Animals, including humans

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.

Working Scientifically – How do animals survive in extreme climates?

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment

Performing simple tests

Seasonal changes

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Geography:

Human and physical geography - 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

Geographical skills and fieldwork – compass and directional language

Computing: Online safety day – 8th February 2022

Code

To explain what a given command will do.

To act out a given word.

To combine forwards and backwards commands to make a sequence.

To combine four direction commands to make sequences.

To plan a simple program.

To find one more than one solution to a problem.

R.E.

Christianity - how did the universe come to be?

Core knowledge from Syllabus:

The importance of rites of passage, worship gathering and celebrations; Make links between belief and behaviour; Key vocabulary associated with the study of Christianity.

Outdoor learning: Expedition
Leader – Adrian Hall



P.E: Ball Skills

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Vocabulary:

Temperatures
Climate
Weather
Polar
Equatorial
Tropical
Extremely
Vast
Thrive

Music: In the Groove

Perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

Compose

- Create a sequence of long and short sounds.
- Clap rhythms.
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.

Transcribe

- Use symbols to represent a composition and use them to help with a performance.

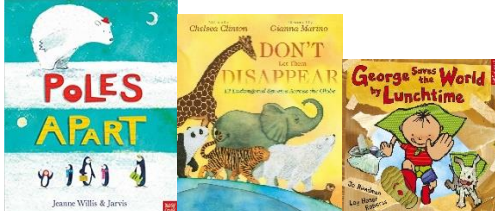
Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

Life Skills - My Body

Pupils can correctly name the main parts of the body including external genitalia using scientific terms.

Planning and assessment

Breadth (topic)	Threshold Concept	Milestone 1 (Years 1 and 2)	Example activities
Extremes!	<p>English</p> <p>Science</p>	<p>Composition:</p> <ul style="list-style-type: none"> Plan by talking about ideas and writing notes. Use well-chosen adjectives to add detail. Re-read writing to check it makes sense. <p>Punctuate accurately:</p> <ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation and command. Use some features of standard written English. <p>Analysis & Presentation:</p> <p>Use and understand grammatical terminology in discussing writing:</p> <p>Year 1- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p>	<p>Poetry- Ballads/narrative poems - Rhyme and musical rhythm patterns make them memorable for oral retelling. Use for identifying rhyme or as an aide memoir for retelling stories in the narrative writing section.</p> <p>Books to inspire:</p> <p>Building English sessions around 'Poles apart', 'don't disappear', 'George saves the world by lunchtime'.</p>  <p>Identify and name common animals found in the polar regions, tropical and desert climates. To describe and compare the structure of these animals in different climates.</p> <p>To question and explore how to answer questions How do animals survive in extreme climates? Through observations and simple tests.</p>

		<p>Animals, including humans 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. Working Scientifically – How do animals survive in extreme climates? Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Winter season in UK</p>
	<p>Music</p>	<p>Perform • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. Compose • Create a sequence of long and short sounds. • Clap rhythms.</p>	<p>Charanga Musical School Year 1 Spring 1 – In the Groove</p>

	RSHE	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. <p>Transcribe</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. <p>Describe music</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p>Pupils can identify and respect differences and similarities between people and can celebrate this.</p> <p>Pupils can identify the people who look after them and how to attract their attention if needed.</p> <p>Pupils understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.</p>	<p>Relationships Education: Respectful relationships: RSE Solution YR 1, Lesson 4</p> <p>Relationships Education: Being Safe: RSE Solution YR1, Lesson 6</p> <p>Relationships Education/ Health Education: Lesson plan: Think You Know Jessie and Friends (Episode 2. Sharing pictures). A PSHE Association quality assured resource teaching the skills and confidence to stay safe from sexual abuse and other risks they may encounter online. (https://www.thinkuknow.co.uk/parents/jessie-and-friends/) CEOP and childline</p>
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	RE	<p>What religion did Martin Luther King follow?</p> <ul style="list-style-type: none"> • Which other civil rights leader influenced his life? <p>Location:</p> <ul style="list-style-type: none"> • Where in the world did Martin Luther King become famous? • Where did he give his famous 'I Have a Dream' speech? • How and where was he killed? <p>Human and physical geography - 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</p> <p>Geographical skills and fieldwork – compass and directional language</p> <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<p>Location and physical features – Polar climates, equatorial (tropical) climates and desert climates.</p> <ul style="list-style-type: none"> - Milestone 1 'Climate' <p>Christianity - how did the universe come to be?</p>
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