

Termly Curriculum Information

Term 1 2017: 21st August – 15th December

Year 1

Topic: All About Me

Science: Living Things/Seasons

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Begin to speak in an audible, clear voice • Take turns to speak and listen and respond appropriately • Engage in role play and develop simple characters, situations and well-known stories through Talk/Drama for Writing • Follow a simple/series of instructions given by another person • When asked a question, give an appropriate response • Demonstrate being a good listener by looking at the person speaking • Ask questions relevant to a subject 	<ul style="list-style-type: none"> • Develop a set of actions for a text • Orally perform a story with a repetitive pattern (Monkey and Me by Emily Gravett) through Talk/Drama for Writing • Orally perform stories from another culture through Talk/Drama for Writing • Orally perform poems on a theme (seasons) through Talk/Drama for Writing • Use a clear, audible voice to share weekend news with the class • Engage in role play and develop simple characters through play based learning opportunities in the classroom environment
<p>Reading</p> <ul style="list-style-type: none"> • Read age appropriate texts with increasing fluency and expression • Recite and know by heart a range of age appropriate texts using talk for writing techniques • Identify settings, characters and events in texts • Use own experience to support understanding of the text • Ask and answer simple questions about texts being read to them • Begin to make simple predictions about a text • Begin to infer using pictures (and text) 	<ul style="list-style-type: none"> • Participate in focused, teacher led guided reading sessions where reading strategies are supported and developed • Performing a range of texts through Talk for Writing and identifying settings, characters and events during English lessons • Daily story time with the class teacher where comprehension skills are developed through questioning • Having an environment in each classroom that promotes a lifelong love of reading by providing a wide range of reading material
<p>Writing</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing • Identify similarities and differences between an increasing range of texts • Show an awareness of full stops and capital 	<ul style="list-style-type: none"> • Weekly weekend news recount with a focus on sentence structure and language development • Developing a range of more complex writing structures through imitating and innovating a story with a repetitive pattern (Monkey and Me by Emily Gravett), a poem on a theme (Seasons) and a story from another culture (TBC)



<p>letters and begin to experiment with other punctuation</p> <ul style="list-style-type: none">• Use a connective to join two simple sentences and begin to experiment with others• Use finger spaces and understand their importance	
<p>Handwriting</p> <ul style="list-style-type: none">• Hold a pencil comfortably and correctly• Form and orientate most lower case letters accurately and begin to orientate ascenders and descenders	<ul style="list-style-type: none">• Daily handwriting activities during registration to help the children form and orientate lower case letters accurately• Constant reinforcement of good handwriting practice in everything the children do
<p>Mathematics</p>	
<p>Number</p> <ul style="list-style-type: none">• Count to and across 100, forwards and backwards, beginning with 0 or 1, and from any given number• Read and write numbers from 1 to 20 in numerals and words• Identify and represent numbers using objects and pictorial representations including the number line• Use mathematical language including (more than, less than, most, least)• Represent, use and know number bonds and related subtraction facts within 20• Add and subtract one-digit and two-digit numbers to 20, including zero <p>Measurement</p> <ul style="list-style-type: none">• Recognise and use language relating to dates, including days of the week, weeks, months and years• Compare, describe and solve practical problems regarding measure (length, height, mass, weight, capacity, volume)• Estimate, measure and begin to record units of measure (length, height, mass, weight, capacity, volume) <p>Geometry- Properties of shape</p> <ul style="list-style-type: none">• Recognise, name and relate common 2-D shapes to everyday objects (e.g. rectangles, pentagons, hexagons, octagons)• Recognise, name and relate common 3-D shapes to everyday objects (e.g. cuboids, cubes, pyramids, spheres)	<ul style="list-style-type: none">• Order numbers• Add and subtract amounts using counters, arrays and other visual representations• Match a number of objects to relevant amounts• Find the number that is more or less than a given number, showing an understanding of the mathematical language used (more than/less than)• Daily carpet sessions where children learn what day, month and year it is• Play based learning opportunities in the water and sand areas of the classroom• Label 2D shapes• Label 3D shapes• Categorise shapes according to the number of corners/edges• Create a shape monster• Building cubes with spaghetti and marshmallows• Outdoor Maths- Creating shapes out of sticks• Doubling and halving amounts to 20
<p>Science</p>	



<p>Investigative Skills</p> <ul style="list-style-type: none">• Describe what they see in the world around them• Describe what happens to them• Listen to instructions• Follow suggestions to find things out• Can make suggestions about “What will happen if...”• Use equipment provided for them• Make verbal relevant observations <p>Physical Processes</p> <ul style="list-style-type: none">• Observe changes across the four seasons• Observe and describe weather associated with the seasons and how day length varies <p>Biological Processes</p> <ul style="list-style-type: none">• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<ul style="list-style-type: none">• Observe changes in seasons by looking at the weather and noticing changes to the environment i.e. the trees• Children will be encouraged to hypothesize and investigate ideas through play based learning opportunities in the construction, water, sand and outdoor areas• Trace the outline of a friend on a large piece of paper and label body parts on the outline• Conduct a sense experiment where children smell, touch and taste different foods
Computing	
<p>Digital Literacy</p> <ul style="list-style-type: none">• Use the web safely to find ideas for an illustration, selecting and using appropriate painting tools to create and change images on the computer• Identify how this use of computers differs from using paint and paper whilst creating an illustration for a particular purpose• Know how to save, retrieve and change their work <p>Computing</p> <ul style="list-style-type: none">• Understand that a programmable toy can be controlled by inputting a sequence of instructions, developing and recording sequences of instructions as an algorithm• Program the toy to follow their algorithm• Debugging their programs• Predict how their programs will work	<ul style="list-style-type: none">• Use the computers in the classroom to access a wide range of educational resources across the curriculum• Log onto the computers independently by entering a username and password• Create a sequence and then programme a Bee Bot to follow their chosen route• Have access to a range of technology to enhance learning
History	
<ul style="list-style-type: none">• Use common words and phrases related to the passing of time• Know episodes from stories about the past and use stories to encourage children to distinguish between fact and fiction• Use sources of information to find out about the past	<ul style="list-style-type: none">• Look at pictures of Beijing in the past and present and compare how it has changed• Read traditional Chinese stories and talk about how we know they are set in the past• Children to find out about their family history and share some facts with the class
Geography	
<ul style="list-style-type: none">• Recognise and observe human and physical features	<ul style="list-style-type: none">• Look at the landmarks and geography of Beijing



<ul style="list-style-type: none"> • Express their own views about features of the environment • Communicate in different ways using simple geographical information and vocabulary • Have an awareness of similarities and differences • Ask and respond to questions about places and the environment 	<ul style="list-style-type: none"> • Compare Beijing to another major world city (London) and look at the similarities and differences • Compare schools and homes around the world to where the children live in Beijing
Art/Design Technology	
<ul style="list-style-type: none"> • Explore and experiment with a variety of collage materials • Cut materials using scissors • Know how textiles can be used to make products • Use a mixing bowl to prepare a mixture • Make a food product • Know to keep work surfaces clean when preparing food • Draw with crayons and pencils • Use thick and thin brushes • Use ready mixed or powder paints to show ideas. • Observational painting 	<ul style="list-style-type: none"> • Seasons collages • Make a food product and taste food from around the world • Children will have access to a range of drawing materials to develop and experiment with in the play based learning environment • Painting self-portraits, using mirrors
PSHE	
<p>There's No one Quite Like Me</p> <ul style="list-style-type: none"> • Self-identity and relationships with others • Children to see themselves as unique and special and to develop an awareness of the important people in their lives 	<ul style="list-style-type: none"> • The name game- Focuses on the importance of our names and encourages the children to tell the story of their individual names • My important people- Helps children to identify key people in their lives who keep them safe • Bear hugs- Children explore feelings associated with exclusion and inclusion, and some simple responsibilities for the classroom are introduced • The whole day through- Suggestions are provided to help foster self-esteem in the classroom throughout the year
Music	
<p>Listening</p> <p>Children will listen to music and explore different ways to interact with the music: singing, playing instruments and movement. They will also develop their singing voice.</p>	<ul style="list-style-type: none"> • Tap and march to the beat while listening to the music. • Repeat simple melodies and rhythms after the teacher. • Explore different ways to play the percussion instruments. • Sing different songs.
<p>Movement and Dances</p> <p>Children will explore 'call and response' through creative music and dances. They will recognise beat, rhythm and distinctive motifs.</p>	<ul style="list-style-type: none"> • Clap the beat and rhythm of the words. • Recognise key musical concepts related to rhythm. • Identify and perform 'call and response'.



	<ul style="list-style-type: none">• Sing and play small percussion instruments to accompany the songs.• Express different emotions through movement and music.
PE	
Unit 1: Fundamental Skills Programme (Orange) The central focus of the Fundamental Skills Programme is to help all children become physically literate by developing their fundamental movement skills. These are building blocks that underpin the ability to play, and be involved in, many different sports and activities. It is therefore essential that every child masters these skills. In addition, the ability to move confidently and effectively can assist children to undertake everyday challenges, play, learn more effectively and participate successfully in Physical Education and Sport.	Movement skills covered in unit 1: <ul style="list-style-type: none">• Crawling• Crawling Soldiers• Walking• Foxes• Running• Jumping and Landing (Frog Hopping)• Hopping• Jumping (Distance)• Leaping• Galloping• Skipping• Side-step• Cross Over• Fast Feet
Unit 2: Fundamental Skills Programme (Green) Unit 2 is a continuation of unit 1 with an emphasis on body management skills, focusing on gymnastic and dance, and simple games activity movements in preparation for unit 3.	Movement skills covered in unit 2: <ul style="list-style-type: none">• Body Awareness• Straight Shape• Star Shape• Angry Cat• Balance (one foot)• Climbing• Pushing an Object• Log Roll• Pulling an Object• Lunging• Dodging• Tuck Shape• Trap the Mouse• Dish shape• Arch Shape• Front Support• Back Support• Ready Position• Pivot• Rapid Reactions
Unit 3: Fundamental Skills Programme (Purple) Unit 3 focuses on ball skills which the children will begin to apply into games based activities. These skills will further assist their skill and sport development in Year 2.	Movement skills covered in unit 3: <ul style="list-style-type: none">• Underarm Roll• Underarm Throw• Catching an Object• Kicking a Ball



	<ul style="list-style-type: none">• Two-handed Throw• Bouncing a Ball• Overarm Throw• Dribbling with Feet• Dribbling with Hands• Trapping with Feet• Striking an Object• Move into Space to Receive an Object• Move into Space to Strike an Object
<p>Swimming</p> <p>The children have a two week assessment process to establish a base line of ability, then are placed in ability groups. The children will focus on water confidence, bubble breath on their front, FUNDamental skills of basic body position on their front and back developing a basic arm and leg action depending on their ability. Water skills / play will also be included in the lessons depending on their group. The PE department are working towards establishing a BSB Certificate Scheme that each child will work towards for their level of aquatic ability.</p> <p>The list of Key activities is a flavour of what the children will cover depending on their ability during the year.</p>	<p>Aquatic Skills covered include:</p> <ul style="list-style-type: none">• Water confidence / Swim England Duckling and Teaching Plan level 1 and 2 Awards• Move forwards, backwards or sideways for 5m• Move from Flat floating position on front or back to standing with or without support• Push and glide on front and back from a wall (arms by side or above head)• Jump in from poolside safely in the shallow end with or without assistance. (some may submerge under water)• Blow bubbles with face in water rhythmically three times.• Travel using recognized leg action for 5m with feet off the bottom of pool on front and back• Perform a log roll from front to back and back to front to standing• Sink, push away from the wall and maintain streamline position• Push and glide on front with arms extended and roll onto back.• Travel 5m on front, perform a tuck to rotate onto back and return on the back.• Fully submerge to pick up an object.• Push and glide and travel 10m on the back and front.• Perform a tuck float and hold for three seconds.• Give examples of pool rules and water safety• Exit the water safely with or without assistance