

Termly Curriculum Information

Term 3 : 8th April – 21st June, 2019

Year 1

Topic: Creatures Great and Small

Science: Animals and Plants

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 range of Traditional Tales 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 • Show and share activities each week on a given theme • Read and perform a range of nonsense poetry in front of an audience • Perform in class assemblies • Ask and answer questions during story times and class discussions
<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"> • Daily guided reading sessions where reading strategies are modeled and supported • Daily story time with the class teacher where comprehension skills are developed through questioning • Participate in daily reading for pleasure sessions with a partner • Perform a range of texts through Talk for Writing and identifying settings, characters and events during English lessons • Read non-fiction reports linked to our Topic and Science units



<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 letters and begin to experiment with other punctuation• Use a connective to join two simple sentences and begin to experiment with others• Use finger spaces and understand their importance	<ul style="list-style-type: none">• Weekly creative story writing activities• Learn about the features and language structure of non-chronological reports• Write non-chronological reports about plants and animals• Write character descriptions based on stories which have animals as characters• Cross-curricular link with Science - Write explanation texts about plants
<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">• Regular handwriting activities to help the children form and orientate lower case letters accurately• Constant reinforcement of good handwriting practice in everything the children do• Regular 'funky fingers' fine motor skill activities
<p>Mathematics</p>	



<p>Number</p> <ul style="list-style-type: none">• Read, write and interpret number sentences involving addition (+), subtraction (−) and equals (=) signs.• 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.• Solve one-step addition and subtraction problems using mathematical apparatus pictorial representations.• Understand multiplication and division concepts through grouping and sharing small quantities.• Solve one-step multiplication and division problems using concrete objects, pictorial representations and arrays. <p>Measurement</p> <ul style="list-style-type: none">• Compare describe and solve practical problems regarding measure (length, height, mass, weight, capacity, volume). <p>Shape- Geometry, position and direction</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]. <p>Handling Data</p> <ul style="list-style-type: none">• Sort objects and classify them using 1 criterion.	<ul style="list-style-type: none">• Review addition and subtraction strategies including using a hundred square, number line and counters• Read, interpret and solve word problems involving addition and subtraction• Begin to look at multiplication and the idea of sharing. Have a teddy bear picnic in the classroom where the children are multiplying and dividing items through grouping and sharing• Count in multiples of 2, 5 and 10• Deepen children’s learning through applied Maths Mastery activities• Create graphs related to animals and plants• Create and identify patterns using shapes• Build different shaped homes for animals using 3D apparatus• Measure and compare the length of plants and seedlings• Measure and compare the length and height of different animals
Science	



<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>Biological Processes</p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including trees. • 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. • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<ul style="list-style-type: none"> • Conduct investigations in the Science area • Observe changes in weather each day • Plan and write up a simple investigation for growing plants • Visit a local park to observe trees and plants • Plant seeds in our outdoor area and observe how they grow • Classify the children’s pets into different groups
<p>Computing</p>	
<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>Creative Technologies</p> <ul style="list-style-type: none"> • Break down a process into simple, clear steps, as in an algorithm using different features of a video camera. 	<ul style="list-style-type: none"> • Explore online story telling apps such as Book Creator • Use the app Voice Recorder Lite to create reports that can be shared with each other • Cross Curricular link with English report writing on animal facts • Explore Drawing & Paint tools • Explore Notebook
<p>History</p>	



<ul style="list-style-type: none"> • Use common words and phrases related to the passing of time • Use sources of information to find out about the past 	<ul style="list-style-type: none"> • Use books and the Internet to seek information about where children played throughout history • Compare and contrast animals from the past and present
<p>Geography</p>	
<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 and contrast animals and plants around the world • Researching animal facts to write non-chronological reports in English
<p>Art/Design Technology</p>	
<ul style="list-style-type: none"> • select the appropriate tools, techniques and materials • Think of ideas and plan what to do next, based on what I know about materials and components • Use models, pictures and words to describe my designs • Explain the choices I make for what techniques and materials I use • Use art skills to add design or detail to a product • Join textiles using glue, staples, tying or a simple stitch. • Use scissors precisely when cutting out • Use accurate measurements in cm • Recognise what has gone well • Suggest things that could be done in the future to improve 	<ul style="list-style-type: none"> • Cutting activities to strengthen fine motor skills and improve precision • Make animals that move using levers for the body parts • Create a canvas based on the work of various artists • Make a nature collage, exploring different textures and effects through the use of different materials
<p>PSHE</p>	
<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Telling the difference between strangers and people we have a relationship with • Understanding the concept of trust • Identifying safe and unsafe situations • Saying 'no' and going to tell someone when we get a NO feeling 	<ul style="list-style-type: none"> • Name some of the key people you have a relationship with • Explain what a stranger is • Name some of the people we have a trusting relationship • Explain what trust is • Name some unsafe situations • Match these unsafe situations to feelings • Identify people who make you feel safe • Identify words to use when you feel unsafe
<p>Music</p>	



<p>Xylophone Children will be engaged in dialogues using distinctive groups of musical sounds (drones, ostinato, and melody) through their voices and the xylophone. They will further differentiate beat and rhythm by playing ostinati or the beat on the xylophone. They will listen to and use different kinds of xylophone and differentiate the tonal differences and timbre of each one.</p>	<ul style="list-style-type: none">• Sing songs that involve the major scales. Play ascending and descending scale.• Recognise SO and MI aurally and visually• Play crochets and quavers on the xylophone.• Read simple melodic and rhythmic notations.• Play in faster and slower tempo.• Create accompaniment using percussion instruments.
<p>Dramatized songs Children interact and sing through and re-enacting songs and stories. They create sound effects and instrumental accompaniments to these songs. Elements of music such as the beat, rhythm, melody, form, timbre will be combined as children perform the songs.</p>	<ul style="list-style-type: none">• Patting the beat.• Clapping the rhythm of the words.• Sing in tune.• Compare phrasing• Try acting out the song as a class.• Create new verses for more actions• Performing the songs independently
<p>PE</p>	
<p>Unit 7: Football The aim of the football unit is to improve children's skills of sending, receiving and travelling with the ball and to understand common skills and principles of football including attack and defence. Children will play small-sided games and simplified versions of the game.</p>	<p>Activities Lesson 1: Familiarisation with the ball Lesson 2: Ball control and running with the ball Lesson 3: Dribbling Lesson 4: Short passing Lesson 5: Long passing Lesson 6: Shooting and goal keeping Lesson 7: small-sided games Lesson 8: small-sided games</p>
<p>Unit 8: Mini-Tennis The children will be introduced to the game of tennis. They will build on the skills developed in the ball skills unit and work on hitting a ball with increased control on modified courts.</p>	<p>Activities Lesson 1: Ball and racket familiarisation Lesson 2: Hand-eye coordination skills Lesson 3: Introduction to the mini-tennis court and rules Lesson 4: Floor tennis (rolling) Lesson 5: Hitting the ball Lesson 6: Court movement Lesson 7: Mini games Lesson 8: Mini games</p>



<p>Unit 9: Striking & Fielding</p> <p>This unit works on control and accuracy with the basic actions for aiming and striking and understanding the concept of tracking and getting in line with the ball to receive it.</p> <p>The students will also work on understanding the concepts of aiming and hitting into space.</p>	<p>Activities</p> <p>Lesson 1: Ball familiarisation skills Lesson 2: Throwing and catching Lesson 3: Striking a ball Lesson 4: Fielding games Lesson 5: Striking games Lesson 6: Modified games Lesson 7: Cricket Lesson 8: T-Ball</p>
<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