

Termly Curriculum Information

Term 1 2020: 17th August – 11th December

Year 1

Topic: All About Me and Our Wonderful World

Science: The Human Body, Materials and Seasonal Changes

Geography and History: Family Tree, Timelines, Map Skills

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"> • Ask and answer personal questions to get to know each other • Show & Tell sessions related to ourselves, our homes and our families • Weekend News Recounts • Listen to, and repeat common poems and nursery rhymes • Engage in puppet shows and role-plays • Orally perform stories and poems using <i>Talk for Writing methods</i> • Inquiry Based sessions to encourage curiosity and develop open ended questioning techniques • Play Based sessions to develop social language and conversational skills • Class games to develop speaking and listening with partners • Small group work to encourage speaking and listening with different classmates
<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"> • Shared Reading sessions to develop a love for literature, and build comprehension and reading skills • Guided Reading sessions to develop comprehension and reading strategies • Small focus groups to develop decoding and sight word recognition • Print rich environments • Interest Led Reading Baskets • Access to print and audio books



	<ul style="list-style-type: none">• Access to <i>Busy Things</i> and <i>Phonics Play</i> websites• Read Traditional Tales• Read Traditional poems and nursery rhymes• Daily Phonics Activities
Writing <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">• Fun games and activities to focus on writing sight words• <i>Talk for Writing</i> methods to develop story writing and storytelling skills• <i>Wicked Writing</i> for creative writing development• Guided Writing focus groups to develop a writer's voice and focus on core skills related to punctuation and grammar• Daily Phonics Activities
Handwriting <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">• Nelson Handwriting Curriculum• Reinforcement of pencil grip and posture• Guided Handwriting sessions• Focus groups• Fine Motor skill development through sensory activities
Mathematics	
Number <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 Measurement <ul style="list-style-type: none">• Recognise and use language relating to dates, including days of the week, weeks, months and years	<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• Maths manipulatives to solve problems• Board games to practice addition and subtraction• Measuring activities, such as measuring the length and height of objects and ourselves• Measuring capacity through practical activities• 2D & 3D shape hunts around the school



<ul style="list-style-type: none">• 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">• 2D and 3D construction and art activities
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>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 and compare changes in seasons• Observe changes in weather• Conduct and create experiments to predict and hypothesise what happens to various materials• Participate in outdoor observations• Identify how animals and people adapt to seasonal changes• Observe the Human Body to create sculptures• Conduct sense experiments to find out more about the human body• Learn the names of body parts and how they help us• Discuss the stages of growth and how they have and will continue to change
Computing	
<p>Digital Literacy</p> <ul style="list-style-type: none">• Log on and off an iPad• Log of QR codes for shared devices• Use drawing and painting tools on a computer and on an iPad• Use the camera function on an iPad <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	<ul style="list-style-type: none">• Use iPad to find and identify appropriately images that represent different computing Technologies• Learn and apply the basics of E-Safety for school and home online life.
History	
<ul style="list-style-type: none">• Use common words and phrases related to the passing of time	<ul style="list-style-type: none">• Look at pictures of Beijing in the past and present and compare how it has changed



<ul style="list-style-type: none"> • 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"> • Read traditional tales • Talk about events in our daily lives • Make our family tree and a timeline of our life • Play games and compare childhoods from the past to present day
Geography	
<ul style="list-style-type: none"> •Recognise and observe human and physical features •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"> • Exploring and making maps of the local area • Learning their address • A country study of China • Use a compass • Learn to read simple maps to locate specific places • Scavenger hunts using maps • Creating accurate maps
Art/Design Technology	
<ul style="list-style-type: none"> •Explore and experiment with a variety of collage materials •Cut materials using scissors •Draw with crayons and pencils •Use thick and thin brushes to paint • Use a variety of tools to express ideas • Create 3D sculptures and constructions 	<ul style="list-style-type: none"> • Self-portraits • Family portraits • Sculptures depicting the body • Collage showing different seasons • 3D models using various construction materials • Art in the style of famous artists, such as Picasso and Giuseppe Archimboldo • Natural art, such as rock painting, stick sculptures, etc • Healthy eating and preparing a healthy snack
PSHE	
<p>There's No one Quite Like Me</p> <ul style="list-style-type: none"> • Keeping Myself Safe • Mindfulness 	<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 Children will listen to music and explore different</p>	<ul style="list-style-type: none"> • Tap and march to the beat while listening to the music.



<p>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">• Repeat simple melodies and rhythms after the teacher.• Explore different ways to play the percussion instruments.• Sing different songs.
<p>Movement and Dances 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'.• Sing and play small percussion instruments to accompany the songs.• Express different emotions through movement and music.
PE	
<p>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.</p>	<p>Movement skills covered in unit 1:</p> <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
<p>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.</p>	<p>Movement skills covered in unit 2:</p> <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



	<ul style="list-style-type: none">• Back Support• Ready Position• Pivot• Rapid Reactions
<p>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.</p>	<p>Movement skills covered in unit 3:</p> <ul style="list-style-type: none">• Underarm Roll• Underarm Throw• Catching an Object• Kicking a Ball• 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 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. 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



	<p>and front.</p> <ul style="list-style-type: none">• 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
--	--