

Curriculum Overview For Year 1 Spring 2023-24

English:
Fantasy, report, humorous verse/ tongue twisters (poetry), recount

Vocabulary grammar and punctuation

- I can add together two clause using 'and'.
- I can use conjunctions to join sentences (e.g. so, but).
- I can use a question mark.
- I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.
- I understand how adding -un to the beginning of some words changes the word to mean the opposite.

Composition

- I can sequence sentences to form short narratives.
- I can discuss what I have written with the teacher or my friends.
- I check my sentences make sense by rereading them.

Handwriting

- I can make plausible phonetic attempts to spell each of the 40+ phonemes.
- I know how to add prefix -un at the beginning of the word.
- I can use word endings such as -s or -es to change a word to mean more than one.
- I understand the process of segmenting words into sounds before

choosing graphemes to represent them.

I know the names of all the letters of the alphabet in order.

Speaking and listening

- I can keep to the main topic when we are talking in a group
- I can start a conversation with an adult I know well or my friends
- I listen carefully to things other people have to say in a group

Science 1: How does your garden grow?

- Can they **name** the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
- Can they **identify** and name a range of common plants and trees?
- Can they **recognise** deciduous and evergreen trees?
- Can they **name** the trunk, branches and root of a tree?
- Can they **describe** the parts of a plant (roots, stem, leaves, flowers)?

Science 2: Can you build a house of straw?

- Can they **distinguish between an object and the material from which it is made?**
- Can they **describe** materials using their senses?
- Can they **describe** materials using their senses, using specific scientific words?
- Can they **explain** what material objects are made from?
- Can they **explain** why a material might be useful for a specific job?
- Can they **name** some different everyday materials? e.g. wood, plastic, metal, water and rock?
- Can they **sort materials into groups by a given criteria?**
- Can they **explain** how solid shapes can be changed by squashing, bending, twisting and stretching?

Maths

Time

Tell the time to the hour and draw the hands on a clock face to show these times.

Sequence events in chronological order using language before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Use the language of the days of the week and months of the year.

In practical contexts, compare and describe time.

Measure and record time using simple standard units.

Place value

Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.

Count, read and write numbers from 1-40 in numerals and words.

Identify and represent numbers using objects and pictorial representations.

Given a number to 40, identify one more and one less.

Addition and subtraction

Add and subtract one digit and two digit numbers to 20, including zero.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Length

In practical contexts, compare and describe: lengths and heights.

Measure and record pictorially, using non-

standard unit of measurement: lengths and heights.

Multiplication and division

Count in multiples of two, five and ten.

Solve one-step problems involving multiplication and division for the 2, 10 & 5 multiplication tables, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

In practical contexts, recognise, find and name a half as one of two equal parts of an object or shape.

Recognise, find and name a half as one of two equal parts of a quantity, by sharing using concrete objects and pictorial representations

PE

Cognitive Skills

- I can follow simple instructions and say what I am good at.
- I can begin to order instructions, movements and skills.

Creative Skills

- I can explore and describe simple movements.
- I can begin to compare my movements and skills others.

Computing

Computer Science

- I can give and follow instructions, which include direction and turning command – several in order.
- I know that computers need precise instructions.
- I can plan use logical reasoning to predict outcomes.
- I can create a program that contains several commands for a device or software programme
- I can debug a program independently that has caused an unexpected outcome.
- I know programs need an event to begin
- I know what and event is
- I can use different events to start my programs – timing / on click / on button press

Art

- I can **develop** skill and control with painting.
- I can **explore** a range of materials and printmaking techniques.
- I can **observe** and **describe** teacher led idea modelling through discussion.
- I can **explore** sketchbooks voluntarily to record thoughts and ideas and experiment with materials.
- I can **select** and **summarise** why appropriate colours reflect a theme and purpose.
- I can **recognise** form and space through 3D sculptures inspired by nature and animals.
- I can **develop** language and understanding of form and space through whole class sculpture.
- I can **create** and **adapt** original ideas by looking at other artists' work.
- I can **explore** ideas through practical activities.
- I can **create** original patterns and designs.

Religious Education

Who is Jewish and how do they live?

- I can recognise the words of the Shema as a Jewish prayer
- I can retell some stories used in Jewish celebrations
- I can give examples of how the stories used in celebrations remind Jews about what God is like
- I can give examples of how Jewish people celebrate special times
- I can make links between Jewish ideas of God found in stories and how people live
- I can give an example of how some Jewish people might remember God in different ways

Design and Technology

Textiles

- I can **observe** and use a template to create a design for a puppet.
- I can **select** and cut fabric neatly with scissors.
- I can **select** and use joining methods to decorate a puppet.
- I can **sequence** steps for construction.
- I can reflect on a finished product, giving **reasons** about my likes and dislikes.
- I can **describe** different ways in which to join fabrics together: pinning, stapling, gluing.

History: What was life like for our grandparents?

- I can **sequence** up to three objects in chronological order (recent history).
- I can **describe** things using words and phrases like: old, new and a long time ago.
- I can **recall** things that happened when I was little.
- I can **select** objects belonged to the past.
- I can **describe** how I have changed since I was born.
- I can begin to **identify** the main differences between old and new objects.
- I can **identify** objects from the past, such as vinyl records.
- I can **compare and contrast** old and new objects.
- I can **classify** old and new things in a picture.
- I can answer questions by **observing** an artefact/ photograph provided.

Geography: What can we see in Bolton?

- I can **describe** what I like about my locality.
- I can **categorise** things I like and don't like.
- I can answer some questions by **selecting** different resources, such as books, the internet and atlases.
- I can **select** a few relevant questions to ask about a locality.
- I can **recall** someone my address.
- I can **compare/contrast** the main features of a hot and cold place.
- I can **describe** a locality using words and pictures.
- I can **identify** key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.
- I can **recall** some of the main towns and cities in the United Kingdom.

Music

How Does Music Make the World a Better Place?

- Singing songs and speaking chants/rhymes – 'Rhythm in the way I walk,' - an action song about the interrelated dimensions of music.
- Exploring a wide range of musical styles.
- Introducing tempo & dynamics.
- Use tuned & untuned instruments appropriately to make and combine sounds musically.
- Listen and understand a range of live & recorded music.