

# Year 1 Curriculum Information - Spring 1 2024

## English

Text based activities based on our class text - **Lost and Found** - Oliver Jeffers

### Outcomes:

**Fiction** - Setting description

**Non-Fiction** - Recount - Postcard to a penguin.

### Spelling, Punctuation and Grammar

- common exception words (tricky words) correctly up to the start of phase 5.
- To write phonetically plausible words up to unit 21 of Phonics Bug.
- To use capital letters at the start of sentences and for names.
- To use full stops at the end of a sentence.
- To use conjunction 'and' to join clauses.
- To add the suffix s and es to create plural nouns.
- To understand what a noun and an adjective is.

## Maths

### **Place value (within 20)**

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.
- Read and write numbers from 1 to 20 in numerals and words.
- Given a number, identify 1 more and 1 less.

### **Addition and subtraction (within 20)**

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
- Add and subtract 1-digit and 2-digit numbers to 20, including zero.
- Represent and use number bonds and related subtraction facts within 20.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

## **Science - Materials**

Distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties.

- explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.
- explore and experiment with a wide variety of materials

## **Geography – People and their communities**

In this unit the children build on their knowledge of their local area and the United Kingdom to explore the seven continents of the world. We will explore the similarities and differences between different countries

and continents. We will compare what it is like living in our local area to- living by the sea, in a dry place and in a rainforest.

**RE - Theme:** Introduction to Judaism **Religion:** Judaism

**Key Question:** Who is God to the Jews?

### **PSHE – Dreams and Goals**

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

### **Computing – I Draw**

In this unit, children explore and develop skills using digital tools to create and edit graphical art. Children will use technology to explore simple mark making tools. They will also explore different mark making tools such as lines and shapes.

### **Art - Paper art**

During this unit, children will explore the different types of paper used in art. The children will explore and make collages using a variety of different types of paper. Children will use papier mache to create a sculpture.

### **PE**

#### **Inspire, Create, Perform**

The 'inspire create perform' unit looks to develop pupils' understanding of exploring, creating and performing movements and actions. The pupils will have the opportunity to develop their knowledge of simple actions and use of space, relationships and dynamics. They will have fun with different stimuli and experiment with simple choreographic approaches!

#### **Hands, Feet, Equipment**

The 'hands feet equipment' unit allows pupils to develop their dribbling skills over a full unit of work. They will explore dribbling with different types of equipment and using different parts of their bodies to develop object control. This focused approach allows pupils to identify any areas of interest and success and therefore transfer these skills into any given invasion game.

#### **Music - Charanga - Exploring Sounds**

In this unit children will learn that music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. They will explore these sounds and create their own very simple melodies.

*Social Question: How Does Music Make the World a Better Place?*

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A

## Home Learning Opportunities

- Homework is given out every Friday and is to be returned by Wednesday.
- Practising reading and phonics sounds everyday has the most impact on learning. 3 or more reads at home a week earns a raffle ticket to enter a book prize draw at the end of the term.
- Use the programmes Phonics Bug and Numbots to engage with extra reading and number activities.
- Please bring your reading book and record into school every day.
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home.
- Our PE days are **Thursday** and **Friday** - please send your child into school with a PE kit on and red jumper/cardigan over the top so they look smart for the whole day.