



Curriculum Overview Year 1 Spring Term



RE



Jesus: Teacher and Healer - Most children will understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people. They will also know some of the parables that Jesus told and will be able to explain what he is teaching us through them. They will know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today.

Forgiveness - Children will know that there are times when forgiveness needs to be given and received. They will be able to describe the parable of the Prodigal Son and the story of the sinful woman, and explain what they teach us about God's forgiveness and the chances he gives us to change. They will understand that everyone makes choices and be able to differentiate between good or bad ones, identifying possible consequences of both. They will also understand the need to say sorry and will be able to identify ways of showing sorrow and forgiveness.

Lent - Most children will know that Lent is a special season in the Church's year when we try to change and grow to be more like Jesus by following his example more closely. They will know some of the sayings of Jesus and identify some ways of applying them to real life situations. They will also know that Jesus, in his words and action, gave people a chance to change, and that Lent is a special time when we too are given that same chance.

Holy Week – Most children will know the names and sequence of the important events of Holy Week, and be able to describe most of what happened on each occasion. They will also be able to empathise with the characters in the story and begin to understand the importance of the events for Christians today.

Easter - Children will know that Easter celebrates the Resurrection of Jesus from the dead and will know the story of the women finding the empty tomb. They will be able to identify and explain the significance and symbolism of the Easter candle. They will also know that after the Resurrection the disciples told people about what they had seen and begin to understand the message of the Resurrection.

Music



Into the Groove Spring 1

- *In The Groove – Joanna Mangona*
- *How Blue Can You Get – B.B.King*
- *Livin' La Vida Loca – Ricky Martin*
- *Jai Ho – J. R. Rahman*
- *Lord of The Dance – Ronan Hardiman*
- *Diggin' On James*

Rhythm in the Way We Walk Spring 2

- ♦ *Rhythm in the Way We Walk*
- ♦ *The Planets:Mars - Gustav Holst*
- ♦ *Tubular Bells – Mike Oldfield*
- ♦ *The Banana Rap*
- ♦ *Happy – Pharrell Williams*
- ♦ *When I'm 64 – The Beatles*

Global Learning

Toys



By the end of this unit the children will

- *Recognise the difference between toys of the past and those of today.*
- *Compare toys from the world and consider whether all children have the same access to toys.*
- *They will use their scientific knowledge to consider the properties most suitable for different toys and design a toy for a specific purpose.*
- *Create art work based on their own toys.*
- *Create dances and music based on a magic toyshop*

Maths



Number: Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- read and write numbers from 1 to 20 in numerals and words.

Measurement

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Number : addition & subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number : number and place value

- count, read and write numbers to 100 in numerals;
- 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
- read and write numbers from 1 to 20 in numerals and words.

Geometry : position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Number: Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity

Number : number and place value

- count in multiples of twos, fives and tens

Number : multiplication & division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Geometry : properties of shape

- recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles]

Maths (continued)



Number: Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity

Measurement

- compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]
- measure and begin to record the following: mass/weight
- recognise and know the value of different denominations of coins and notes

Number : addition & subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero

Science



Materials

Pupils develop vocabulary to describe material properties. They carry out a range of simple tests on materials and investigate the best material to make a particular object. They will learn to distinguish between an object and the material from which it is made and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describing the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.

Weather:

Weather – In this unit the pupils study different types of weather through making and using a weather station and looking at the weather around the World. They study different aspects of the weather and learn how different weather is associated with different seasons. They give different weather forecasts for different times of the year.

Art



The whole school theme for art this term is **COLOUR**. Children will learn about how to create and apply colour in a number of mediums like oil pastel, chalk pastel and various types of paint. This term, children will also learn about the life and work of a well known, recognized artist.

English



The children will continue to take part in their daily RWI session.

During these sessions the children will build upon their knowledge of learnt letters sounds and apply these in their retelling of stories, writing of information text and instructions. The children also receive a daily session looking at aspects of grammar and punctuation.

Through global learning the children will use their skills to write a fact file about an old or new toy.

In computing the children will use their English skill when writing instructions on how to make a jam sandwich and how to get from one place to another.

Computing



During this term the children are 'Learning to be creators'.

The children will be able to:-

- use a computer to create and develop digital art work;
- use a digital camera to record selected images;
- use images they have taken within in other software packages;
- use a digital video camera to record a class activity; and
- use ICT to represent information graphically and begin to interpret that data accurately

