



Year 1 Curriculum Overview - Spring 1 2019 - Ourselves and Our Senses

English

Texts:

The Owl Who Was Afraid of the Dark - Jill Tomlinson
Brown Bear, Brown Bear What Do You See? -Bill Martin Jr.

Polar Bear Polar Bear What Do You See? -Bill Martin Jr.-What the Ladybird heard- Julia Donaldson
Video Clip - Lily and the Snowman - use to explore feelings, adjectives and verbs and to write story.

Poetry- Using the senses
Listening to and discussing poems linked to the senses.
Write a senses poem following pattern.

Noisy poems

Writing information about their senses.

Listening to stories set in the night.

Create an information poster.

Enter North Tyneside Writing Competition.

Maths

Collecting data and counting and recording results-colour of eyes, favourite crisps and fruit flavours.

Counting in 2s, 5s and 10s -linked to body parts.

Feeling /describing 3D shapes

Times of the day, o'clock and half past the hour.

Discuss changes across the day. Days of the week.

Which day were they born on?

Months of the year and inwhich month were they born?

Science

Learning about our 5 senses; taste, touch, hearing, smell and sight
Investigations using our senses.

Sources of light-natural and man-made.

Life cycles of humans.

Explore similarities and differences between each other.

Investigation involving younger siblings coming into class and seeing how they use their senses.

Rising stars -Who am I? (topic one) pg8

Season changes

Switched on Science

Aspects taken from:

Seasonal Changes -

January - February . pg 76

R.E.

Creation -exploring Christianity and Judaism

Computing

Exploring Digital sound.
Investigate technology that uses or helps support the senses.
Using 2Publish.

History

Looking at inventions such as lights, telephones etc
Own development from being a baby.

P.S.H.C.E.

Going for Goals.
Celebrating diversity.

Art

Finger painting

Painting a picture to music - BBC 10 pieces.

Colour mixing

Self- portraits

Exploring night time

pictures by famous artists.

Looking at the illustrations by Eric Carle in books such as Brown Bear, Brown Bear What Do You See? Creating tissue collage of self.

Design Technology

Designing and make a musical instrument.

Designing a pair of glasses.

P.E.

Dance- Movement

Multi- skills Yoga

Geography

Seasonal changes in their own environment
Using their senses to explore own environment
How could we improve our improve our school grounds ?

Music

Songs and sounds linked to topic.

Exploring sounds-pitch.

Explore and play untuned instruments musically

Recording and performing own tune.

Charanga -Spring Term 1

French

End of Year Expectations

Greetings and colour words

English

Reading - to develop pleasure in reading. Automatic reading of high frequency words and common exception words, To develop phonic skills and comprehension skills.

Writing

Spelling of high frequency words. Use of phonic skills to write words.

Using information books.

Looking at format of non-fiction books-

Contents, glossary, index, photographs.

Report writing

Making their own non-fiction book about the sense.

Writing a short narrative

Recite some verses of poems linked to topic

For further details use link to The National Curriculum in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Maths

Number and place value

Represent numbers using objects, pictures and simple diagrams.

Solve addition and

subtraction problems

Count in multiples of 2 and 10

Read and write numbers 1-20 in numerals and words

Addition and subtraction

read, write and interpret mathematical

statements involving addition (+), subtraction (-) and equals (=) signs

Multiplication and division

Counting in 2s, 5s and 10s- linked to body parts.

Measurement

Measure, compare and begin to record lengths and heights- using metres and centimetres

Sequence their own life events from birth to now in chronological order.

Reading and writing the days of the week.

Learning the months of the year.

Telling the time- o'clock and half past the hour.

For further details use link to The National Curriculum in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Science

To ask simple questions and recognise that they can be answered in different ways.

To observe carefully, using simple equipment.

To use observations and ideas to suggest answers to own questions.

To gather and record data to help in answering questions.

To identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.

To observe changes across the four seasons.

To observe and describe weather associated with the seasons and how day length varies.

Computing

To recognise common uses of information technology in the home and school.

To use technology purposefully to create digital content.

To create a set of sequences on the computer.

To understand that some content or contact on the internet or other online technologies is unsuitable for children.

To know who to talk to if they feel uncomfortable on the internet.

To predict the behaviour of simple programmes.

To predict what will happen in a simple simulation.

To understand what algorithms are and how

End of Year Expectations

they are implemented on digital devices.
To present and save ideas in a variety of ways.

RE

History

To place known events and objects in chronological order.
To sequence events and recount changes within memory.
To explain how they have changed since they were born.
To explain the differences between the past and present in own life.
To use common words and phrases relating to the passing of time including: past, old, new, recent, young, days, months.
To find answers to some simple questions about the past from simple sources of information.
To answer questions using an artefact / photograph provided.
To give examples of ways in which life is different in the present day compared to that of the early 20th century.

PSCHE

To know what constitutes a healthy

lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
To talk about good and not so good feelings and use vocabulary to describe feelings to others. To use simple strategies for managing feelings.
Listen to others and play collaboratively. Recognise how their behaviour affects others and recognise what is fair and unfair
To show an understanding about growing and changing.
To name the main parts of the body
To understand that household products, including medicines, can be harmful if not used properly.
To know some things that they can do to help people look after them. Identify special people and what makes them special.
Getting on and Falling out (SEAL topic)
Say No to Bullying SEAL

Art

To use artwork to record ideas observations and experiences. To communicate something about themselves in drawing and paintings.
To explain what he or she likes about the work of others. To develop a wide range of art and

design techniques in using colour, pattern, texture, line, shape, form and space
To describe what they can see and like in the work of another artist.
To use a range of materials creatively to design and make products
To use a painting program to create a picture.
To name the primary and secondary colours.
To experiment with different techniques and materials to design and make products.
To draw lines of different shapes and thickness, using 2 different grades of pencil.

Music

To listen to music with sustained concentration.
To find the pulse whilst listening to music and using movement.
To begin to use correct musical language to describe a piece of music.
To discuss feelings and emotions linked to different pieces of music.
To say whether they like or dislike a piece of music.
To make a sequence of sound. To choose sounds to represent different things.
To listen to, copy and repeat a simple rhythm or melody.

End of Year Expectations

To clap short rhythmic patterns.
To recognise different instruments and explore and play untuned and tuned instruments
To understand the pitch describes how high or low sounds are.
Use their voices expressively and creatively by singing songs and speaking chants and rhymes. To understand the pitch describes how high or low sounds are. To understand that tempo describes how fast or slow the music is. To understand that dynamics describe how loud or quiet music is. To learn to follow the conductor or band leader. To follow instructions about when to play or sing.

French

DT

To select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.
To cut food safely.
To use a range of simple tools to cut, join and combine materials and components safely.

To make a model stronger by altering shape and structure.
To ask simple questions about existing products and those that he/she has made.
To describe how something works.
To talk with others about how they want to construct a product.
To say where some food comes from and give examples of food that is grown.

Geography

To observe seasonal changes in their school and local environment.
To know that they live in England and to name local towns. Understand that people live in different countries and that the weather is different.
To explain what they might wear if they lived in a very hot or a very cold country.

P.E.

Copy dance moves with some control.

Begin to move at different levels .

Begin to move at different speeds.

Choose actions to create a simple dance speeds.

Val Sabin's Multi-skills

End of Year Expectations