



YEAR 1 CURRICULUM OVERVIEW Term 3 2018-19




UNIT OF INQUIRY 5

	<p>Central Idea Forces cause things to move in different ways.</p> <p>Key Concepts Function, Causation</p> <p>Related Concepts Movement, Forces, Prediction</p>	<p>Lines of Inquiry How objects may be moved or slowed down The suitability of everyday materials How forces act on objects</p> <p>Key Vocabulary Forces, push, pull, twist, press, squeeze, float, sink, predict, experiment, test, materials, slope, smooth, rough, tools, safety.</p>

UNIT OF INQUIRY - How We Express Ourselves (Ongoing throughout the year)

	<p>Central Idea People express themselves through different forms of visual arts.</p> <p>Key Concepts Form, Perspective</p> <p>Related Concepts Interpretation, Expression, Pattern, Emotions & Feelings</p>	<p>Lines of Inquiry -The different ways artists express themselves -Techniques used in art -Different styles of world art</p> <p>Key Vocabulary Colour, shades, clay, artist, expression, sculpture, design, techniques, emotions, feelings.</p>

LANGUAGE

	<p>Reading Poetry Review knowledge of rhyming words through rhymes, songs and games Listen to poems being read on a theme Discuss what the poem is about; Talk about favourite words or parts of a poem Notice the poem's pattern - which words rhyme?</p> <p>Phonics, Spelling and Vocabulary Letters and Sounds Phases 3 - 6 to support when segmenting and blending Adds plurals to nouns - s, es Uses the prefix un- to change the meaning of a word e.g happy/unhappy Add suffixes to words e.g helping, helper, helped</p>	<p>Writing Nonfiction Identify and select relevant information for non-chronological reports. To write to inform a reader about chosen subject To be able to group information using questions or subheadings. Be able to follow and give oral instructions To use some of the features of instructions, including time order, numbers, pictures, imperative verbs and time conjunctions</p> <p>Poetry: Experiment with alliteration to create humorous and surprising combinations Use simple repeating phrases or lines as models in poems Write simple poems as a class and individually using familiar poetry structures Experiment with writing rhyming couplets substituting rhyming words and phrases, extend to writing 4 lines to form a verse</p> <p>Handwriting Learn joins for cursive handwriting, focussing on joins for complete words</p> <p>Grammar and Punctuation Using capital letters, full stops, question marks and exclamation correctly. Writing in the correct tense, past and present tense. Uses a range of appropriate connectives to extend ideas</p>

YEAR 1 CURRICULUM OVERVIEW Term 3 2018-19



MATHS

	<p><u>Stand Alone</u> <u>Number:</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p><u>Integrated</u> <u>Data Handling</u> Collect, represent and interpret data in a variety of ways, e.g. bar graphs. Understand that sets can be organized by one or more attributes Understand that information about themselves and their surroundings can be collected and recorded in different ways <u>Measurement</u> Use standard units of measurement to solve problems in real-life situations involving length, height, mass, weight, capacity, volume, time and money. Use measures of time to assist with problem solving in real-life situations.</p>
--	---	--

ICT

	<p><u>Integrated ICT:</u> <u>Organising:</u> Can find my saved documents and pictures <u>Communicating:</u> Record and present information using a camera (e.g. photos and videos) <u>Investigating:</u> Use the internet to find simple information <u>Creating:</u> Can create an online story or slideshow to share ideas of knowledge with support</p>	<p><u>Stand alone</u> <u>Responsible</u> <u>Digital Citizen:</u> Can explain how ICT is used at home and at school</p>
--	---	--

ART

	<p><u>Modelling</u> Designing and making a wooden animal with moving parts using springs/hinges. Safe use of wood-sawing, sanding and gluing. Encouraging accuracy through measuring Painting model realistically to represent a chosen animal by including recognisable features.</p>
--	--

FRENCH

	<p><u>Integrated</u> To understand and use numbers verbally to 20 To say short sentences about themselves To understand and say simple phrases about the weather. To learn some verbs related to forces</p>	<p><u>Stand alone</u> To learn names of plants, insects and flowers To express simple likes and dislikes about insects, plants, trees and flowers To learn simple French poems about spring and summer</p>
--	---	--


MUSIC

	<p>Forces used to produce sounds in music instruments by moving air (wind instruments), vibrating strings or vibrating whole bodies (drums). Note lengths expressed in beats, as well as note patterns. Learn about plucked string instruments family (guitar, ukulele, bass guitar).</p>	<p>Visual arts using music as a powerful aid in their expression. Look/listen to various Disney videos that use Classical and Jazz music, with and without the music and compare the influence of music; create own music for a Disney video. Rest lengths expressed in beats. Sing with jumpy, energetic rhythms. Learn about plucked strings folk instruments family (mandolin, bouzouki, balalaika etc).</p>
--	--	---

YEAR 1 CURRICULUM OVERVIEW Term 3 2018-19



PE

	<p><u>Athletics</u> In preparation of our annual Sports Day the students will be participating in a variety of modified athletics events, including sprinting, jumping and throwing activities. The children will be taught the basic components of each of the athletics skills, using the correct technique.</p>	<p><u>Minor Games</u> Students will practice fundamental movement skills including catching, throwing, bouncing, kicking and striking in small-sided games. They will experiment with games such as t-ball, football, basketball, rounders and tennis. An emphasis will be placed on learning how to become a good teammate.</p>
---	---	---