



YEAR 1 CURRICULUM OVERVIEW Term 1 2019-20




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

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

	<p>Central Idea Finding out about ourselves and others helps us to understand and work with other people.</p> <p>Key Concepts Perspective, Responsibility</p> <p>Related Concepts Culture, Relationships, Respect, Identity, Similarities, Differences</p>	<p>Lines of Inquiry What makes me special The importance of working together How others are similar and different from us</p> <p>Key Vocabulary Similarities, differences, likes, dislikes, country, cultures, food, taste, homes, traditions, clothes, language, religion, transport.</p>
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LANGUAGE

	<p>Reading Children will read weekly individually and within a guided reading session</p> <p>Non-Fiction Reading and looking at non-fiction books to find information. Identify the features of a non-fiction text and compare to fiction. Explore different types of nonfiction texts ie leaflets</p> <p>Fiction Explore known/familiar stories and identify the features of a story ie beginning, middle and end. Explore a variety of Traditional and fairy tales</p> <p>Phonics, Spelling and Vocabulary Shows an awareness of sound-symbol relationships. Daily phonics sessions in differentiated groups (Letters and Sounds Phases 2-4). Can apply learned phonemes, graphemes and tricky words in writing.</p> <p>Tricky and High Frequency words Learn to read and write Phase 2, 3 and 4 tricky words according to ability and use them in simple sentence construction.</p> <p>Phase 2: No, go, I, the, to Phase 3: he, she, we, me, be, was, you, they, all, are, my, her Phase 4: said, have, like, so, do, some, come, were, there, little, one, when, out, want</p>	<p>Writing Write sentences using capital letters, full stops and conjunctions to join ideas.</p> <p>To Inform To be able to ask relevant questions about a subject to find out information (following modelling on how to pose a questions) To be able to find answers to questions and compile information in simple sentences Use titles and subheadings to organise information into a factfile</p> <p>Narrative To be able to identify the beginning, middle and end in stories. Write simple sentences to recall the main events in a story. To be able to organise and discuss simple story structure. To use a range of vocabulary associated with Traditional tales and storytelling from a variety of cultures and perspectives</p> <p>Handwriting Practise individual letters, learning different joins using cursive script through weekly lessons.</p> <p>Grammar and Punctuation Building sentences using capital letters, full stops, finger spacing correctly and conjunctions To identify past and present tense and begin to use in writing. To use adjectives to add detail. To write a label or caption Sequence information in time order in a logical way.</p>
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MATHS

	<p><u>Integrated Maths</u> Shape and Space Recognise and name common 2D shapes (e.g. rectangles including squares, circles and triangles) and 3D shapes (e.g. cuboids including cubes, pyramids and spheres) in different orientations and sizes. Represent ideas about the real world using geometric vocabulary and symbols, e.g. through oral description, drawing, modelling, labelling. Data Handling Block graphs: Collect, represent and interpret data in simple pictograms, tally charts, block diagrams and tables. Pictograph: Create pictographs and tally marks. Create living graphs using real objects and people. Measurement Money: Recognise and know the value of different denominations of coins. Coin values- 1p, 2p, 5p and 10p</p>	<p><u>Stand Alone Maths</u> Number and Place Value Read and write numbers to 100. Counting forwards and backwards in 1s, 2s, 5s and 10s. Be able to find 'one more and one less'. Addition Subtraction Represent number bonds and related subtraction facts up to 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 $7 = \square - 9$ Represent numbers on a numberline. Number: Addition & Subtraction Use the language of addition and subtraction, e.g. add, take away, plus, minus, sum, difference. Model addition and subtraction of whole numbers. Represent number bonds and related subtraction facts up to 20.</p>
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ICT

	<p><u>Integrated ICT:</u> Investigating: Use the internet to find simple information Creating: Use labelled pictures to share new learning Communicating: Record and present information using a camera (e.g. photos and video) Collaborating: Use tools to support collaborating with peers. Sharing iPads to use apps. Taking turns on the IWB to play games /use website Creating: Can find most letters on the keyboard. Use <i>Dance Typing</i> programme to familiarize with the letters on the keyboard. Organising: I can print my documents</p>	<p><u>Stand Alone ICT</u> Responsible Digital Citizen: Use the IT equipment responsibly Responsible Digital Citizen: Ask parents and teachers for permission before using the internet</p>
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ART

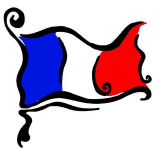
	<p><u>Creating portraits</u> Drawing and sketching Pencil skills- shapes, lines, patterns, size, width, length, direction. How these can be organised together to create a piece of art. Emphasis on bright colours and fun. Using artist Joan Miro to explore color, shapes and lines and create portrait drawings through tracing, sketching and using lines and colour. Add artist Hundertwasser. Exploring shapes found in his art works and buildings.</p>	<p><u>Exploring the element of colour</u> Painting Exploring the art Concept-colour. Looking at different painting and artist styles. Exploring the use of brush strokes by various artists Van Gogh, Claude Monet, Georges Seurat and identifying cultural aspects of art (e.g. aboriginal dot paintings etc.) Exploring using different media to paint with and mixing colours. Learning about primary</p>
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	<p>Introduce basic terminology for art utensils and introducing the art room.</p> <p>Skills-spatial awareness-seeing the shapes found in the patterns and being able to replicate these through different styles.</p> <p>application-reproducing the patterns and body parts in a similar size and position.</p> <p>organization- getting the equipment needed for the activity.Starting firstly with the largest shapes and then adding the details.</p>	<p>colours.</p> <p>Skills - fine motor skills-holding a paint brush correctly, painting neatly and being precise.</p> <p>time management- being aware of time restrictions and making sure to finish their art in time.</p> <p>communication-viewing art works, saying what they see and think and responding using suitable vocabulary.</p>
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FRENCH

	<p>Greetings, how to introduce oneself</p> <p>To understand by hearing numbers up to 15</p> <p>Understand basic classroom instructions</p> <p>Understand and say with support short poems related to the current seasons</p> <p>Understand and say simple words related to the weather (sun, rain, cloud, wind, snow)</p> <p>Inquiry into the short phrases showing respect: please, thank you, sorry, excuse me</p>	<p>Be able to say the main primary colours in French.</p> <p>Understand and say the days of the week</p> <p>Be able to express simple feelings and emotions: Happy, sad, angry, tired, scared</p> <p>Be able to name family: Papa, Maman, petit, grand, soeur, frère</p> <p>Be able to name parts of the face</p>
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MUSIC

	<p>Integrated</p> <p>How are we similar and different in music? We have the ability to play and sing together. However, our voices are unique. Listen to each other as well as the beat in order to sing in time; repeating simple rhythm-ostinatos; taking turns in playing instruments.</p> <p>Ongoing: What feelings can we express in music? Listen to various songs and discuss the feelings they are expressing. Individually and in groups, create music pieces that express various feelings: anger, sadness, joy, loneliness, fear etc.</p>	<p>Stand alone</p> <p>Music theory: Learn the difference between beat and rhythm, note and rest.</p> <p>Singing: sing songs in unison and in two parts, with clear diction, control of pitch, a sense of phrase and musical expression</p> <p>Performing: start playing percussion instrument by reading simple rhythmic notation.</p>
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PE

	<p>Movement Composition</p> <p>Students will continue to develop throwing, catching, bouncing and kicking skills. They will begin to apply these sport-specific skills to modified games of basketball, football and netball. Learning to work as part of a team will be an important aspect in Year 1 PE.</p>	<p>Health-Related Fitness</p> <p>Students will participate in a range of running and relay activities to develop their speed, endurance and agility. Through these activities, they will continue to develop a better understanding of how our body changes during exercise. Students will participate in circuit training, with a focus on learning to work independently in PE</p>
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