

# YEAR 1 CURRICULUM OVERVIEW Term 1 2018-19



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

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

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

	<p><b>Reading</b> Children will read individually and within a guided reading session</p> <p><b>Non-Fiction</b> 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><b>Fiction</b> Explore known/familiar stories and identify the features of a story ie beginning, middle and end. Variety of Traditional and fairy tales</p> <p><b>Phonics, Spelling and Vocabulary</b> Shows an awareness of sound-symbol relationships. Daily phonics sessions in differentiated groups (Letters and Sounds Phases 2-3). Can apply learnt phonemes, graphemes and tricky words in writing.</p> <p><b>Tricky and High Frequency words</b> Learn to read and write Phase 2, 3 and 4 tricky words according to ability and use them in simple sentence construction.</p> <p><b>Phase 2:</b> No, go, I, the, to <b>Phase 3:</b> he, she, we, me, be, was, you, they, all, are, my, her <b>Phase 4:</b> said, have, like, so, do, some, come, were, there, little, one, when, out, want</p>	<p><b>Writing</b> Write sentences using capital letters, full stops and conjunctions to join ideas.</p> <p><b>To Inform</b> To be able to ask relevant questions about a subject to find out information (following modelling on how to pose 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><b>Narrative</b> To be able 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><b>Handwriting</b> Practise individual letters, learning different joins using cursive script</p> <p><b>Grammar and Punctuation</b> 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><b>Integrated Maths</b>  <b>Shape and Space</b>                      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.</p> <p><b>Data Handling</b>                      Block graphs: Collect, represent and interpret data in simple pictographs, tally charts, block diagrams and tables.                      Pictograph: Create pictographs and tally marks. Create living graphs using real objects and people. Describe real objects and events by attributes.</p> <p><b>Measurement</b>                      Money: Recognise and know the value of different denominations of coins and notes.</p>	<p><b>Stand Alone Maths</b>  <b>Number and Place Value</b>                      Numbers to 100.                      Counting forwards and backwards in 1s, 2s, 5s and 10s.                      One more, one less.                      Addition                      Subtraction  <b>Number: Addition &amp; Subtraction</b>                      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 within 20.</p>
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## ICT

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

	<p><b>Drawing and sketching</b>                      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. Joan Miro- lines to create an artwork.                      Focus on the artist Hundertwasser. Exploring shapes found in his art works and buildings.                      Introducing the art room- things to find out and equipment use, creating an Essential Agreement and assessing art skills in informal way.</p>	<p><b>Painting</b>                      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.                      Exploring using different media to paint with                      Finding out about colour mixing and primary colours</p>
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## FRENCH

		<p><b>Ourselves and Others</b>                  To revise introduction of self                  To understand and use numbers verbally to 20                  To learn to say simple words related to the weather (sun, rain, cloud, wind, snow)</p>
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## MUSIC

	<p><b>Integrated</b>                  Inquiry into famous paintings that were inspired by music, and famous music pieces that were inspired by paintings. Analyse how were the colours presented with sounds, what instruments were used, tempo, arrangement. Choose a painting as a class, and in groups of 3-4, create music to go with it. Perform in front of the class and reflect.                  An inquiry into the importance of playing music together.                  Listening to solo musicians and ensembles. What behaviour is necessary to play in group. Play instruments taking turns. Learn to listen to performances of peers in silence.</p>	<p><b>Stand alone</b>                  Singing: songs from the Jack and the Beanstalk series. Sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression                  Instruments, rhythm skills: tempo, beat, keeping in time and long/short. Learn play several note lengths on percussion instruments: eighth, quarter and half notes, as well as half rests.                  Start learning related music symbols. Preparations for the Winter Show</p>
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## PE

	<p><b>Movement Composition</b>                  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><b>Health-Related Fitness</b>                  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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