

# YEAR 1 CURRICULUM OVERVIEW Term 2 2018-19



## UNIT OF INQUIRY - Where We Are In Place And Time

	<p><b>Central Idea</b> The way people live changes over time.</p> <p><b>Key Concepts</b> Change, Function, Connection</p> <p><b>Related Concepts</b> Time, History, Chronology, Evidence, Technology, Family, Transport, Play</p>	<p><b>Lines of Inquiry</b> How I have changed over time What life was like in the past How evidence teaches us about the past</p> <p><b>Key Vocabulary</b> Past, present, long ago, transport, costumes, games, traditions, clothing, changes, evidence, different, same, timelines, memories.</p>
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## UNIT OF INQUIRY - Sharing The Planet

	<p><b>Central Idea</b> Living things have certain requirements in order to grow and stay healthy.</p> <p><b>Key Concepts</b> Form, Responsibility, Connection</p> <p><b>Related Concepts</b> Needs, Growth, Living and Nonliving</p>	<p><b>Lines of Inquiry</b> Characteristics of living things Our needs and the needs of other living things Our responsibility for the wellbeing of other living things</p> <p><b>Key Vocabulary</b> Living, non-living, growth, need, animal, move, breathe, habitat, behaviour, category, plants, various animal/ plant names.</p>
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## LANGUAGE

	<p><b>Reading</b> <b>Fiction:</b> Identify the beginning, middle and end in stories in shared texts. Identify and describe story settings and characters. Make predictions about story endings; recall the main events. Recognise main characters and typical characteristics. Respond and make connections with the text and identify 'story language'.</p> <p><b>Non-Fiction:</b> In a shared reading context read information books and look at/re-read the books independently. Find out about the past by listening and following the text as information books are read.</p> <p><b>Phonics, Spelling and Vocabulary</b> Letters and Sounds Phases 3-6 Spelling patterns for the vowel and consonant digraphs, e.g. ch, sh, ow, ar, air, ear, er, ur, or, ure High frequency words</p>	<p><b>Writing</b> <b>Non-Fiction</b> Recall and record personal events orally and in writing. 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.</p> <p><b>Handwriting</b> Practise writing individual letters, words and sentences, learning different joins and begin to use cursive writing independently</p> <p><b>Grammar and punctuation</b> To use capital letters and full stops correctly and exploring using other punctuation ie question marks and exclamation marks Adding plurals to nouns - s, es Adding suffixes to words e.g helping, helper, helped</p>
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## MATHS

	<p><b>Stand alone Maths</b> <b>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 Word problems Represent number bonds and related</p>	<p><b>Integrated Maths</b> <b>Measurement- Time</b> Sequencing events in chronological order Language relating to dates past, before, long ago, yesterday Understand that time is measured using universal units of measure, e.g. years, months, days, hours, minutes and seconds Use timelines in unit of inquiry</p>
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	<p>subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p><b>Measurement</b> Understand and use vocabulary related to length, capacity, weight and measuring Uses language such as longer, longer than, shorter, shorter than, heavier, heavier than, the same</p> <p><b>Time</b> Telling the time - to the hour and half an hour Tools used to measure (calendars, clocks).</p>	<p>Use timeline of a day, week, month and year Calendar, days, seasons Look at the changes in time ie clothes, food, schools, homes and transport Use measures of time to assist with problem solving in real-life situations</p> <p><b>Data Handling</b> 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. 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>
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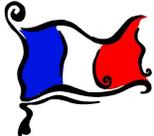
## ICT

	<p><b>Investigating:</b> Use the Internet to find information</p> <p><b>Creating:</b> Create documents with text and images with support (e.g. pages, google doc) Create and debug simple programs (Bluebot with ipad app, The Foes ipad app)</p> <p><b>Organising:</b> Create files and save with a meaningful title when prompted Print own document Follow precise and clear instructions</p> <p><b>Communicating:</b> Begin to present information using a wide range of media of pictures, sound and text</p>	<p><b>Collaborating:</b> Use IT tools to support collaboration with peers Share iPad to research and use app Take turns on IWB to play game/use website</p> <p><b>Organising:</b> Open and close an application Understand that programs work by following instructions (e.g. Bee-bot Bitesize Computing) Use logical reasoning to predict the behaviour of simple programs To find saved files</p> <p><b>Stand alone ICT</b> <b>Responsible Digital Citizen:</b> Can keep password private and not share with my friends Be aware of other people's feelings when using ICT to communicate</p>
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## ART

	<p><b>Printing</b> Using objects from the past as inspiration, discussing if printing skills have changed over time. Looking at William Morris designs for inspiration. Action of printing and tools needed- ink, rollers, tray. Printing using different materials and creating a simple polystyrene tile</p>	<p><b>Textiles</b> Plants/flowers Cutting out fabric, and sewing, adding buttons and beads to create a flower meadow using a simple stitch Exploring natural colours and various textures for effect.</p>
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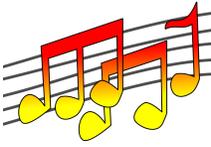
## FRENCH

	<p><b>Integrated</b> Saying common classroom objects including school furniture Comparing equipment in schools of the past and modern schools Saying names of fruits and vegetables Saying and reading names of animals Saying names of some parts of the face</p>	<p><b>Stand alone</b> Saying and reading numbers to 10 and beyond Saying, reading and writing simple words related to the weather.</p> <p><b>Stories in French:</b> Acting out selected scenes from the story La Chenille qui fait des trous : The Very Hungry Caterpillar Acting out the story Le Navet Géant: The Enormous Turnip</p>
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## MUSIC

	<p><b>Integrated</b> Listen to music from the 19th century from around the world. What is the main difference between old and new instruments? The division of instruments into acoustic and electric/electronic. Learn to play two songs: one using only acoustic, and the other using only electric instruments.</p>	<p><b>Stand alone</b> <b>Singing:</b> Recognise and sing ascending and descending scales. Singing with lots of expression. <b>Rhythm skills:</b> clapping the pulse and singing rhythmic patterns; learning to read and perform quarter, eighth and half note <b>Music reading and performing skills:</b> Learning to read and play C, D and E notes on chime-bars, bells and boomwhackers. Learning to write quarter and eighth notes properly on a single line.</p>
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## PE

	<p>In gymnastics, students will learn to perform a variety of static and dynamic balances and rotations. They will also improve their jumping and landing skills. In the dance unit, students will work individually and in small groups to create sequences of movements to music. These short routines will be performed in front of their peers.</p>	<p>Students will continue to develop correct technique in kicking and striking skills. They will begin to apply these sport-specific skills to modified games including football and rounders. In fitness, 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.</p>
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