Berkswell Church of England Primary School Curriculum Overview
Year 1 Spring Term – Turrets and Towers

English

Spring Term 1: Beating the Monster Story
T4W Narrative – Rapunzel
Focus: Character description
Writing End Points for Unit of Work:
Composition:
Text Structure

- Sequence ideas appropriately to form short narratives or recount events, considering the order in which they happen.

Spring Term 1: Rhyme Time Poems
Spring Term 2: Personal Recounts
T4W Recounts- The Royal Quest/A trip to Kenilworth Castle
Writing End Points for Unit of Work:
Composition:
Text Structure:

- To recognise and use the key features of a recount.
- To make simple changes to my work by using a polishing pencil.

BREAK
Look Up!, Clean Up!, Speak Up! by Nathan Bryon
Omnibombulator by Dick King Smith
VIPERS skills: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise

Handwriting:

- Sit correctly at table, holding pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0 -9
- Understand which letters belong to which handwriting 'families' and practise these.
- To begin to use some of the diagonal and horizontal strokes needed to join letters.

Punctuation:

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Sentence Construction:

- To use a range of interesting adjectives.
- To extend sentences by joining clauses with 'and', 'but' and 'so', for example.
- To use time conjunctions to start sentences.
- To use imperative verbs (bossy verbs) accurately.

Grammar:

- To understand and use the term 'adjective' and use to describe a noun.

The following will be taught and consolidated throughout the year:
Phonics/Spelling:

- To sells most common exception words in the Year 1 list.
- To sound and blend unfamiliar words using the phonic knowledge and rules that have already been learnt.
- To use the past tense – focus on 'ed' as the regular past tense
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far
- Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'
- Words with the /k/ sound spelled 'k' and 'nk' spelling pattern
- Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)
- Words with the digraphs 'ai' and 'oi
- Words with the digraphs 'ay' and 'oy'
- Words with the split digraph 'a_e'
- Words with the split digraph 'e_e'
- Words with the split digraph 'i_e'
- Words with the split digraph 'o_e'
- Words with the split digraph 'u_e'
- Words with the digraph 'ee'
- Words where the digraph 'ea' make an /ee/ sound.
- Words where the digraph 'oo' makes an /oo/ sound
- Words where the digraphs 'oa' and 'oe' make an /oa/ sound
- Words ending in 'y' /ee/ and 've' /v/
- Words with the digraphs 'ue' and 'ew'
- Words where the digraph 'ie' makes an /igh/ sound
- Words with the trigraph igh
- Words with the digraph 'or' and the trigraph 'ore'
- Words where the digraphs 'aw' and 'au' make an /or/sound
- Words where the graphemes 'I' and 'y' make an /igh/ sound.
- Words where the grapheme 'o' makes an /oa/ sound.
- Words where the digraph 'ou' makes an /oo/ sound.
- Words where the digraph 'ou' and trigraph 'our' make an /u/ sound.
- Words where the grapheme 'a' and digraph 'ey' makes an /ai/ sound.
- Words where the grapheme 'e' and digraph 'ey' makes an /ee/ sound.
- Words where the grapheme 'c' makes an /s/ sound.
- Words where the grapheme 'g' makes a /j/ sound.
- Words where the grapheme 'u' makes an /oo/ sound

Maths

Number and place value

- Count forwards and backwards to 50.
- Read and write numbers to 20.
- Find one more and one less within 20.
- Count in 2s.
- Count in 10s.
- Represent numbers using concrete resources.
- Represent numbers on a number line.
- Compare and order numbers to 20.
- Use the vocabulary most and least.

Mastering Number – NCETM

- Explore the composition of each of the numbers 7 and 9.
- Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part.
- Identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number.
- Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes.
- Explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure.

Addition and subtraction

- Recall number bonds to 10 fluently.
- Use related subtraction facts.
- Add numbers within 20.
- Subtract numbers within 20.
- Add using number lines.
- Subtract using number lines.
- Include zero within calculations.
- Complete missing number calculations.

Statistics (Taught across the curriculum)

- Organise information into simple tables.
- Use yes/no sorting activities.
- Sort shapes and objects using simple criteria.

Multiplication and division

- Count in 2s.
- Count in 5s.
- Count in 10s.
- Use repeated addition practically.
- Explore simple arrays.
- Find doubles to 20.
- Find halves of even numbers to 20.
- Group objects into equal sets.

Fractions

- Recognise one-half of objects.
- Find one-half of quantities practically.
- Use the language half and whole.
- Recognise one-quarter of shapes.

Measures

- Order objects by length.
- Order objects by height.
- Order objects by mass.
- Order containers by capacity.
- Begin measuring using non-standard units.
- Record simple comparisons.
- Know the value of coins.
- Compare coin values.
- Learn days of the week.
- Learn months of the year.
- Understand weeks, months and years.
- Compare events using earlier and later.
- Begin reading o'clock times.
- Begin reading half past times.

Geometry

- Recognise common 3D shapes.
- Name cubes, cuboids, pyramids and spheres.
- Sort 2D and 3D shapes.
- Describe basic shape properties.
- Describe movements forwards and backwards.
- Create and extend patterns using shapes and objects.

Science

Unit 1: Our Environment
This unit is taught across the whole year with a minimum of two lessons in each season. Pupils study the same natural area during the course of the year, looking at how the area as a whole changes and at how individual aspects such as a single tree change during the different seasons. They use their senses to observe the area and find common animals and plants within the area. They learn how to show respect for the area and for the living things in it.

Key Concepts
1. The environment changes with the seasons.
2. Some animals and plants die off or hibernate for part of the year

Unit 3 Everyday Materials
In this unit pupils develop vocabulary to describe material properties. They carry out a range of simple tests on materials to explore their properties and investigate the best material to make a particular object.

Key Concepts
1. The object and the material it is made from are different.
2. Materials can be described by their properties: hard/soft, weak/strong, dull/shiny etc.
3. We can sort and compare materials according to their properties.
4. The shape of some materials can be altered by forces such as twisting, squashing, stretching and bending.

History

Castles

The children will first learn about castles In Britain by looking at the Norman Conquest and the castles that were built as a consequence of this. They will investigate what life was like in a castle, how this has changed over time and how the 'common' people were treated in Britain at the time.

They will then focus on Kenilworth Castle, a castle in our local area and learn about some key events that have occurred there.

Geography

Where should I build a castle?

This topic uses the stimulus of castles to investigate different land features. The children will use geographical language to describe the position of castles and learn about why castles were built in these positions. They will then revise the four countries of The United Kingdom and their capital cities and they will look at the castle in each capital city. After this they will be introduced to map work and create their own simple map of a castle.

Computing

Being safe in a digital world
Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Technology Around Us
The focus in this unit is defining and understanding what technology is. Children will relate this to school, home, outside and to its use in the wider world.

Animated Stories
In this unit children create digital books using the 2Create a Story tool. They learn how to work with images, text and sound. Children also learn how to animate simple objects.

Music

In the Groove

In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week the children will listen and learn a different style of In The Groove.
In the Listen and Appraise section of this unit they will also listen to a well-known song in that week's style.

Round and Round

This Unit of Work builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.
The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

French

Pupils are introduced to basic French phrases and key vocabulary through the use of songs and games.

Religious Education

K1.2 Where do peope turn for guidance in life?
In this unit pupils will explore where people with different worldviews look for guidance in their lives. They will begin by understanding what guidance means and then explore philosophy, stories from sacred texts and where non-religious people turn to for guidance.

Christianity: Creation
Who made the world?
In this unit pupils will explore the Christian worldview and their beliefs about how the world was created. They will learn to retell the story of creation as recorded in Genesis and recognise that 'Creation' is the beginning of the 'big story' of the Bible. They will then explore what the story tells Christians about God and explore what Christians do to say thank you to God for the Creation.

Art

Towering Towers

Children study the work of the artist Paul Klee. They will explore colour and be introduced to the concept of mixing paint to create new colours. They will explore simple printing techniques and use this to create their own artwork in the style of Paul Klee.

Physical Education

Tennis
- Throwing and catching a small, ball improving control
- Balance a ball on racket
- Racket familiarisation- moving ball with racket in forehand/backhand position
- Introduce modified games - eg hand tennis

Mini Muay Thai
- Right and left stance, introduce guard beginning to keep hands up - to protect yourself
- Jab, Upper cut, Knee strike, Kicking, Shin check

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:
Dreams and Goals:
This theme (puzzle) aims to help children think about their hopes and dreams, their goals for success, what personal

D&T **<u>Free Standing Structures – Design a Tower</u>** In this unit children will explore different free standing structures with a particular emphasis on towers. They will have the opportunity to create their own towers using different techniques. They will then plan and make a model of a tower fit for a queen.	- Develop co-ordination using different combinations of techniques **Fairy Tale Dance** - Listen to the music and begin to move in time to it - Perform basic dance movements - Perform dance movements showing some levels - Perform basic dance travelling movements e.g. stepping, skipping, jumping **Football** - Stopping a ball with the inside of feet - Pass the ball, beginning to use inside of feet - Dribble the ball with the inside of feet -finding a space - Introduce getting the ball off a player- tackling - Scoring in a variety of ways- into goals and at targets - Begin to understand tactics for attacking and defending	strengths are, and how to overcome challenges, via team work skills and tasks. **<u>Healthy Me:</u>** This theme (puzzles) covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image), and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for children to learn that health is a very broad topic.