







# Curriculum Coverage for Year 1

## Spring Term

Curriculum Area	Coverage
<b>English</b>  	<p><b>Reading</b> – Children will be beginning to read independently and fluently, using a range of phonics strategies to tackle unfamiliar words. They will begin to refer to evidence within the text to support thoughts and discussions. Reading books are targeted based on individual progress and are used to encourage and challenge. Children will be asked to read regularly to their class teacher/teaching assistant and will work on comprehension strategies throughout English lessons.</p> <p><b>Writing</b> – A range of genres will be explored through a story focus. Our main theme this term will be 'Once Upon a Time' focusing on the common conventions of Traditional Tales in order to construct our own versions. We will also be looking at Traditional Tale alternatives such as; <i>The Three Little Wolves and the Big Bad Pig</i>, <i>Goldilocks and Just the One Bear</i>, <i>Prince Cinders</i>, <i>Don't Cook Cinderella</i> etc. We will also be looking at non-fiction text types when working on our Humanities topic 'Africa'. ) <i>Animal fact files, instructions, weather reports</i> etc).</p> <p>We also ask that children are practicing writing their full name (<i>forename/surname</i>) independently. </p>
<b>Mathematics</b>  	<p><b>Times tables</b> – to be able to count in steps of 1, 2, 5 and 10. (Superhero challenges).</p> <p><b>Number and Place Value</b> – To count, read and write numbers from 0 up to 100 and use &lt;, &gt; and = signs to compare.</p> <p><b>Calculation strategies</b> – To add and subtract one digit and two-digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><b>Time</b> – To tell the time to O'clock and half past. To know the days of the week and months of the year. It is also important that they know their own birthday (date/month).</p> <p><b>Measures</b> – Compare, describe and solve practical problems involving length/heights, weight &amp; capacity.</p> <p><b>Fractions</b> – To recognise a half and a quarter of a number, shape or quantity.</p>
<b>Science</b>	<p>In Science, we will be exploring 'Everyday Materials'. We will be looking at objects and the materials from which they are made (e.g. wood/plastic). They will be identifying and naming a variety of materials including wood, plastic, glass, metal, rock and fabric. Alongside this we will continue to investigate the changes in seasons.</p>
<b>Religious Education</b>	<p>Within RE, we will be working on 'Understanding Christianity'. In particular we will be focusing on the Jewish religion and culture. We will be able to re-tell simple versions of stories used in Jewish celebrations (e.g. Hanukkah or Sukkot), looking at examples of how Jewish people celebrate special times, make links between religions (prayer, reflection). We will visit Church for services every other week and take part in Class Worship on alternate Wednesday mornings.</p>
<b>Computing</b>	<p>We will be focusing on Computer Science; learning about algorithms, then using this knowledge to program a Bee-Bot, making predictions of outcomes and then de-bugging simple programs.</p>
<b>Curriculum</b> <b>Art and Design</b> <b>D&amp;T</b> <b>History</b> <b>Geography</b>	<p>History/Geography - Our topic will be the 'The Great Fire of London'. The children will be using words and phrases to describe the passing of time (<i>e.g. old, new, a long time ago</i>). They will be sequencing events from a specific time period and finding out what life was like in the 17<sup>th</sup> century. They will be using sources such as, pictures, artefacts and stories to answer questions. In Art and Design Technology they will be using a variety of tools and techniques including different brush sizes and types. The children will be mixing and matching colours to artefacts and objects. We will be mixing colours to create the effect of fire and creating silhouette Tudor houses. The children will have more experience in creating and developing design plans. The children will be evaluating their work and begin to explain what went well against design criteria.</p>
<b>Music</b>	<p>We will be experimenting and combining a range of sounds using inter-related dimensions on music. Children will be encouraged to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>
<b>P.E</b>	<p>The children will be working on Multi-Skills this term, which includes; running, jumping, throwing with Mr Murray. They will have the opportunity to develop their 'personal best', to improve their performance and use a range of athletics equipment. They will also have the opportunity to work on basic Gymnastics skills with Mrs Bull.</p> <p><b>Full indoor and outdoor P.E kit must be in school at all times.</b></p>
<b>Homework</b>  	<p><b>Spellings:</b> These will be handed out weekly on a Tuesday and children will be tested the following Monday. Please use the worksheet/book provided to practice as well as discussing and demonstrating neat handwriting. Weekly spellings will be placed on Spelling Shed too, which is great for extra practise.</p> <p><b>Counting/Timestables</b> that your child needs support with. For some this may still be recognising numbers up to 20. For others it will be counting in steps of x2, x5 &amp; x10. They must also be confidently forming numbers 0-9. We are now working on accurately recording 2-digit numbers, avoiding reversals. E.g. 18 and not 81.</p> <p><b>Home reading books</b> should be shared <b>at least 3 times a week</b> and comments made in their reading diary regularly. Some pupils will receive a 'reading quiz' on their book when they return it. This is to check understanding/comprehension skills. Any further questions – please ask.</p> <p><b>Their homework booklet will come home every Thursday with them and must be completed and handed back by the Tuesday of the following week.</b></p>

Within all curriculum areas we ensure that all children are able to access the curriculum including those with SEN and be appropriately challenged.

Thank you for your continued support,  
 Mrs. Bull and Miss Lavelle  
 Year 1