



## HALF TERMLY CURRICULUM OVERVIEW Spring Term (1) 2023 Year 1 **Skill for Success – Responsibility**

Week	1	2	3	4	5	6
DATE	02/01/23 (4 days)	09/01/23	16/01/23	23/01/23	30/01/23	06/02/23
Events				26/01/23 Garden Day		07/02/23 Safer Internet Day
Visits and Visitors						
English	<b>Non-Fiction</b> – Sharks by Catriona Clarke. Children to write their own information book - using punctuation accurately, including exclamation marks and question marks. To include features of a non-fiction text. Use simple noun phrases to convey information concisely.			<b>I love bugs – by Emma Dodd poetry</b> To recite some poems by heart with good intonation, expression, and awareness of rhythm and rhyme. Write similar poems to those read in class, choosing effective language for effect on the reader. To consider setting and layout of poem.		
Reading	Decoding and reading with fluency skills specific non-fiction texts	Decoding and reading with fluency skills specific non-fiction texts	Decoding and reading with fluency skills specific non-fiction texts	Decoding and reading with fluency skills specific to poetry, rhyme and rhythm.	Decoding and reading with fluency skills specific to poetry, rhyme and rhythm.	Decoding and reading with fluency skills specific to poetry, rhyme and rhythm.
Phonics	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e <b>Teach – ew and aw</b> Introduce all new phase 5 tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, our, could, would, should, house, mouse, water, want. <b>Focus on: their, people, oh</b>	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw <b>Teach – y (ee), wh</b> <b>Teach tricky words: your, Mr, Mrs</b> Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh <b>Teach – y (igh), oe</b> <b>Teach tricky words: Ms, ask, our</b> Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh, y (igh), wh <b>Teach – ow, ph</b> <b>Teach tricky words: Could, would, should</b> Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh, y (igh), wh, ow, ph <b>Teach – c (s), ey</b> <b>Teach tricky words: House, mouse</b> Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.	<b>ASSESSMENT</b> Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh, y (igh), wh, ow, ph, c (s), ey <b>Teach – au, i (igh)</b> <b>Teach tricky words: Water, want</b> Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.

<b>Spellings daily</b>  EXP – expected standard WT – working towards the expected standard PKS – pre key stage standard	Spellings linked to graphemes taught and common exception words. EXP – said, says, are, claw, shrew, new WT – saw, new, no, she PKS – m, n, no, go	Spellings linked to graphemes taught and common exception words. EXP – were, they, here, very, whale, happy WT – said, full you, when PKS – p, r, be, he	Spellings linked to graphemes taught and common exception words. EXP –there, where, one, fly, try, toe WT – by, my, toe, pull PKS – h, b, by, my	Spellings linked to graphemes taught and common exception words. EXP come, some, love, phone, grow, snow WT – snow, some, come, the PKS – l, t, to, of	Spellings linked to graphemes taught and common exception words. EXP — ask, once, our, mice, race, key WT – key, push, put, today PKS – b, g, she, we	Spellings linked to graphemes taught and common exception words. EXP - house, friends, school, Autumn, lion, find WT – find, they, here, there PKS – j, k, said, ask
<b>Books for Life (focus books)</b>	Cats sleep anywhere by Eleanor Farjeon			The Lion and the mouse by Miles Kelly Discuss and compare all books for life shared so far.		
<b>Maths</b>	Recognise, compose, decompose and manipulate 2D and 3D shapes.			Explore, represent and partition numbers 0 to 10 and explain their understanding of their value.		
<b>Science</b> <b>Animals including humans</b>	Identify / name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To ask simple questions and generate criteria for sorting animals.	To describe and compare the structure of a variety of common animals – linking to learning in week1.	To identify and name a variety of common animals that are carnivores, herbivores and omnivores and classify by sorting, Knowledge quiz to end sequence.			
<b>Art</b> <b>Summary heading</b>	William Morris studying and comparing prints.  To be able to respond to ideas and starting points.	Creating own design in the style of William Morris.  To use drawings to record observations. To encourage analysis of things seen. To develop the skill of communicating ideas and observations.	Transferring design onto polystyrene and printing onto fabric – mono printing Mimic print from the environment (e.g. wallpapers). To be exposed to and then respond and describe the work of notable artists, artisans and designers.	Make a pet sculpture/pet rock – considering suitability of materials (link to science) Use the pet blanket created last week (print on fabric) to create a suitable bed for pet rock.	Digital media drawing imaginary pets and fabric designs. To use a wide range of tools to create different textures, lines, tones, colours and shapes.	To compare and reflect on own designs and the works of William Morris. Children reflect and comment work produced this term.

Geography  <b>Countries in the UK</b>				Learn the 4 countries of the United Kingdom and their flags.	4 countries of the United Kingdom and their capital cities	4 countries of the United Kingdom and their famous landmarks
Computing / Online Safety	Online safety – passwords and fake websites	Keyboard skills	Scratch Junior – coding Understanding what coding is	Scratch Junior – coding Making a simple code	Scratch Junior – coding Making a simple code	Scratch Junior – debugging to correct a code.
Music <b>In the Groove.</b>  Musician of the month – <b>January – Freddie Mercury</b> <b>February – Nusrat Fateh Ali Khan</b>	In the Groove – listen and appraise ‘Blues’ music Musical games	In the Groove – listen and appraise ‘Baroque’ music Musical games	In the Groove – Listen and appraise ‘Latino’ music Sing the song	In the Groove – Listen and appraise ‘Bhangra’ music Improvise the song	In the Groove – Listen and appraise ‘Folk’ music Play an instrument Glockenspiel	
PE  Skills and Techniques	Assessment of dynamic balance on a line	Developing the skills of dynamic balance on a line	Embedding the skills of dynamic balance on a line	Assessment of static balance on a line	Developing the skills of static balance on a line	Embedding the skills of static balance on a line
PE	To be able to scan and recognise spaces. To be able to move in a variety of different ways. To be able to recognise the difference between an underarm throw and over arm through To avoid “Defenders” and to problem solve to allow a successful outcome	To be able to scan and recognize spaces. To be able to throw and catch in a variety of different ways at different heights and speeds. To be able to learn how to dribble with control and variation of speed and direction.	To be able to use equipment to control my body to allow me to change direction and to use a variation of speeds while using equipment. To be able to use control while using equipment to pass to a teammate.	To be able to use a variation of different sized objects to throw and catch from a partner. To be able to throw with increased accuracy at different sized targets - at different levels - low, stood up, far away.	To be able to scan and recognize spaces with a small group / team. To work within a small group/ team to enable a successful outcome. To be able to problem solve within my group to discuss and listen to ideas that will assist with the outcome of the game.	To be able to enjoy and compete with my team, to encourage and support my peers. To be able to use a range of skills that i have learnt to help me be successful. To be able to deal with loss / winning. Learning the importance of both.
Personal, Social, Health Economic and Relationships and Sex Education	Introduce new skills for success – Responsibility. Children can explain the meaning of the	Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy	Health and preservation – Safe and unsafe exposure to the sun and how to reduce	Safer internet day – Explore respect and relationships online.	Respectful relationships – To recognise that their behaviour can affect other people.	Drugs, alcohol and tobacco – Understand that household products, including medicines,

	<p>word.</p> <p>Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Week 1 – what is a healthy life style? healthy eating – food wheel and designing a healthy meal</p>	<p>eating and dental health.</p> <p>Week 2 – effect of diet on teeth, good practises including physical activity and rest.</p>	<p>the risk of skin damage, including skin cancer.</p> <p>Design suitable beech wear/sort pictures into correct and not correct practices.</p>		<p>Read 'it's Mine' and discuss how we feel when we make other people feel happy. What can we do to make other people feel happy?</p>	<p>can be harmful if not used properly. What symbols/signs can we look out for packages that warn us of danger?</p>
<p>RE</p> <p><b>Judaism</b></p>	<p>We are learning to explore what items are precious to us.</p>	<p>We are learning to explore what precious items Jewish people have in their home.</p>		<p>We are learning to explore the Jewish Shema prayer and the Mezuzah</p>	<p>We are learning to understand the ceremony of Shabbat . We are learning to understand the festival of Sukkot.</p>	
<p>Garden Days</p>				<p>Team building, create a nonfiction animal sculpture, bug hunt and identification, tea and story.</p>		