



# Alice Ingham RC Primary School

## Year 1 – Curriculum Overview – Spring Term

	Spring: Half Term 1			Half Term	Spring: Half Term 2		
<b>Religion</b>	Local Church: Community		Eucharist: Relating		Lent/Easter: Giving	Events of Holy Week	
<b>English</b>	Poetry - Performance			Poetry – Big Cats			
	Fiction		Non fiction	Fiction		Non-Fiction	
	<b>Model Text</b> The Magic Porridge Pot  <b>Genre</b> Traditional Tale  <b>Toolkit</b> Setting  <b>Writing outcome</b> Simple innovation		<b>Model Text</b> How to make xxx  <b>Genre</b> Instructions  <b>Toolkit</b> Writing for an audience  /purpose  <b>Writing outcome</b> Instructions for writing porridge	<b>Model Text</b> Tiger who came to Tea  <b>Genre</b> Fantasy Story  <b>Toolkit</b> Description  <b>Writing outcome</b> The XX who came to tea (breakfast/ lunch)		<b>Model Text</b> Thank you letter from the Tiger  <b>Genre</b> Letter  <b>Toolkit</b> Recount  <b>Writing outcome</b> Thank you letter from the XXX who came for ea (breakfast/lunch)	
	Cross curricular writing Information			Cross curricular writing Letters			
<b>Maths</b>	Addition within 20	Subtraction within 20	Numbers to 50	Numbers to 50 (cont)	Measurement – Height and Weight	Measurement – Weight and Volume	
	<ul style="list-style-type: none"> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>represent and use number bonds and related subtraction facts within 20</li> </ul>			<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul>			



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	<ul style="list-style-type: none"> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• given a number, identify one more and one less</li> <li>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> </ul>		<ul style="list-style-type: none"> <li>• given a number, identify one more and one less</li> <li>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>• Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; Capacity and Volume [for example, full/empty, more than, less than, half, half full, quarter].</li> </ul>
<b>Science</b>	<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>		<b>Identifying Plants</b> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>



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<b>Geography</b>	<p style="text-align: center;">Around the World</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>		
	<b>History</b>		



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<b>Art</b>	<b>Paper Art</b>		
	<p>NC Objectives:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		
<b>Design Technology</b>			<b>Constructing a Windmill</b>
			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>



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<p><b>Computing</b></p>	<p><b>iAnimate: iMove</b></p> <p>During iMove, pupils will learn about ‘Stop Motion’ animation. They will gain a number of animating skills to create their own stop motion animation on an iPad. Pupils will have to create a plot and overcome the challenges involved in animating multiple objects and characters within one frame.</p> <ul style="list-style-type: none"> <li>• Pupils know that stop motion is a type of animation</li> <li>• Pupils are able to create a stop motion animation unassisted</li> <li>• Pupils can animate 2 objects moving at the same time</li> <li>• Pupils can use a whiteboard to create a stop motion animation</li> </ul>	<p><b>iCreate: iPhotograph</b></p> <p>During this half-term, the children will be introduced to digital photography in the modern era. They will learn about the basic principles of photography such as focal point, foreground and background, and the importance of light. Pupils will also learn about photo editing using apps such as Adobe Photoshop Express.</p> <ul style="list-style-type: none"> <li>• Pupils know what the focal point of a photograph is</li> <li>• Pupils know the difference between a foreground and a background</li> <li>• Pupils can add more than one photo to their poster on strip design</li> <li>• Pupils can take photographs without them being blurry</li> </ul>
<p><b>Music</b></p>	<p><b>African Drumming</b></p> <p>During this half-term the children will be introduced to the music of a different culture. The lessons teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. The lessons are hands-on with all children having the opportunity to play the drums, both as part of the group and in a solo capacity.</p> <ul style="list-style-type: none"> <li>• Pupils know where a Djembe comes from and what it is made of</li> <li>• Pupils know the difference between a Bass, Tone and Slap hit</li> <li>• Pupils can copy and repeat a rhythm back</li> <li>• Pupils can play in time to a backing track</li> </ul>	<p><b>Song Writing with Glockenspiels</b></p> <p>Children in year 1 will focus on how they can create sound with their bodies, their voice, and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.</p> <ul style="list-style-type: none"> <li>• Pupils know what a soundscape is.</li> <li>• Pupils know what body percussion is.</li> <li>• Pupils know how to replicate natural sounds using body percussion</li> <li>• Pupils can explain what a beat is.</li> <li>• Pupils can identify a theme in music.</li> <li>• Pupils can use music to help tell a story.</li> <li>• Pupils understand how songwriters can use a word board to help them write music.</li> <li>• Pupils can create musical phrases as a response in a call and response phrase.</li> <li>• Pupils can write their own lyrics in a template.</li> </ul>



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<b>MFL (Spanish)</b>	<b>Days, Months, Seasons and Fruits</b>			<ul style="list-style-type: none"> <li>Pupils can perform their own work to the class.</li> </ul>		
	<p>Children will be able to identify the days of the week, months, seasons and names of fruit. There will be a focus on reading skills and playing games to reinforce what they are learning.</p> <ul style="list-style-type: none"> <li>Pupils can say 3-4 of the days of the week.</li> <li>Pupils can say a third of the months of the year.</li> <li>Pupils can say some of the seasons.</li> <li>Pupils can say 3-4 of the fruits covered in the unit.</li> </ul>			<b>Food, Drink &amp; Giving</b>		
<b>PE</b>	<b>Skip to the Beat</b>	<b>Groovy Gymnastics</b>		<b>Brilliant Ball Skills</b>		<b>Gym Fit Circus</b>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>		