

Year 1 Spring One Curriculum Overview 2024

Topic: Animals - How to take a Penguin Home? / Julia Donaldson - author focus.

Key Texts: The Snail and the Whale/ The Paper Dolls/ Wriggle and Roar


Additional Texts: Non-fiction books on animals

Visits: Spirit of the Wild

Significant People: Julia Donaldson

| Subject | Week 1 9 th January | Week 2 15 th January | Week 3 22 nd January | Week 4 29 th January | Week 5 5 th February | Half Term |
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| Trips | | SPIRIT OF THE WILD | MATHS WEEK | | | |
| Literacy/ Speaking and Listening/ Drama/ Writing | <p>1. Holiday news Share news from the holidays in circle time. Practise speaking in full sentences using first person pronouns (I, me, we) Activity 1: Recount of holiday news applying phonics, tricky words, capital letters, full stops and finger spaces.</p> <p>Activity 2: Introduce Julia Donaldson – show and explore her books. Lots of animals! I like best because...</p> | <p>1. After Spirit of the wild visit - children draw their favourite animal and write a description of the animals. Include at least one 'because' sentence.</p> | <p>Read The snail and the Whale.</p> <p>Using photos of the places they visit, discuss and select adjectives.</p> <p>Children write a describing sentence for each place.</p> | <p>Snail and the Whale Assessment piece</p> <p>Make a whole class story plan</p> <p>Children retell the story using first, then, next etc...</p> | <p>Rhyme from Julia Donaldson books including Wriggle and Roar</p> <p>Children write an animal poem</p> | |

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| Writing skills: | <p><u>Composition</u> To say what I want to write before I write it To write more than one sentence about an idea To use my ideas to write a short narrative To use the word 'and' to join words and clauses</p> <p><u>Punctuation</u> To use full stops in some of my writing To use (?) question marks sometimes</p> <p><u>Handwriting</u> To write lower-case letters correctly, starting and finishing in the right place To use capital letters at the beginning of my sentences and after full stops in some of my writing To begin to leave spaces between words</p> <p><u>Spelling</u> To make good attempts at spelling using my phonic knowledge To segment and blend spoken words and spell some words correctly To spell some (CEW) common exception words To name letters of the alphabet in order</p> | | | | | |
| Literacy/ Phonics Little Wandle Letters and Sounds | <u>Year 1 Spring 1</u> Phase 5 graphemes Week 2 | <u>Year 1 Spring 1</u> Phase 5 graphemes Week 3 | <u>Year 1 Spring 1</u> Phase 5 graphemes Week 4 Plug the gap assessments | <u>Year 1 Spring 1</u> Phase 5 graphemes Week 5 | <u>Year 1 Spring 1</u> Review | |
| Literacy/ Spelling, Punctuation and Grammar | Singular Nouns | Past and Present Verbs | Suffixes –ed | Capital Letters for the Days of the Week | Writing Sentences | |
| Geography Big Question: How would you bring a penguin | Trace/copy own world map and recount names and locate continents, oceans and Europe, UK and other countries/places learnt previously | Locate and add climate zones on a map in relation to the equator/polar/desert/temperate zones. Use the correct key words to | Find information/evidence from a range of sources to describe the physical features of a desert zone. Locate on a world map and make links between | Find information/evidence from a range of sources to describe the physical features of the polar zone. Locate on map and make links between climate and habitat. Why would we not see many trees | Locate the UK on the world map. Find information from a local walk and describe the physical features of the temperate zone/our local area. | |

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| home? | Locate/label the equator/polar regions and the UK. | describe these. | climate and habitat. Why would we not see many trees here? What should we wear? Why must we bring water with us? | here? What should we wear? What are the similarities and differences in the physical features with the desert climate? | Why do we find trees here? What should we wear in the spring? | |
| Science ANIMALS | <u>Observe animals</u> To identify and name different animals. To identify and observe the different features of animals. | <u>Identify and classify animals</u> To identify and name different animals. To identify and observe the different features of animals. To classify animals into their groups <i>How do you know a bird is a bird? How do you know an animal is a mammal?</i> | <u>Compare different animals. Classify animals.</u> To compare different animals. What is the same? What is different? Which animal groups do they belong to? | <u>Identify and name the different diets of animals.</u> To understand that animals, like humans, have a special diet that helps them to keep healthy and strong. To learn the name of the different diets (herbivore, carnivore, omnivore) and the type of food eaten. | <u>Identify and sort animals into their diet - herbivore, carnivore, omnivore.</u> assessment | |
| Maths  | <u>Place Value</u> (Within 20) <ul style="list-style-type: none"> Understand 20 Number bonds to 20 One more, one less The number line to 20 | <u>Place Value</u> (Within 20) <ul style="list-style-type: none"> Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 | <u>Measurement</u> Length & Height <ul style="list-style-type: none"> Compare lengths & heights Measure lengths using objects Measure lengths using centimetres | <u>Addition & Subtraction</u> (Within 20) <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 | <u>Addition & Subtraction</u> (Within 20) <ul style="list-style-type: none"> Doubles Near doubles Subtract ones using number bonds | |
| Mastering number | <u>Week 11</u> Focus on the composition of numbers within 10 This week, the children will physically separate sets of objects into sub-groups, describing this | <u>Week 12</u> Focus on the composition of numbers within 10 The children will now be encouraged to be more systematic in their approach to partitioning. | <u>Week 13</u> Focus on the composition of numbers within 10 The children will be partitioning numbers within 10, starting with the systematic | <u>Week 14</u> Focus on the composition of numbers within 10 The children to build on their previous experience of comparing sets of objects, focusing on the numerosity | <u>Week 15</u> Focus on the composition of numbers within 10 The children will revisit the composition of 6, 7, 8 and 9. | |

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| | action as 'splitting' a whole into parts, and will then recombine the parts to make the whole. | | partitioning of 6. | of the sets and recapping that sets can be compared directly by matching. | | |
| PSHE <u>Relationships</u> All about me My Friendships | Know what they like/dislike and are good at | Know what makes them special and that everyone has different strengths Know how their personal features or qualities are unique to them Know what they have in common with each other | Know what makes a good friend | Know about different types of friends, including grown-ups | Internet safety week | |
| RE Symbols | To know what a symbol is To recognise/ name some everyday symbols | To explain and name symbols in Christianity and Judaism | To explain and name symbols in Christianity and Judaism To compare symbols in Christianity and Judaism | To explain and name symbols in Christianity and Judaism To compare symbols in Christianity and Judaism | To explain and name symbols in Christianity and Judaism To compare symbols in Christianity and Judaism | |
| APP Art and Design Shape, line and pattern | | Explore how artists draw, paint and photograph animals Observe and draw lines, shapes and patterns from observations | <u>Maths Week</u> Explore artists who use geometric shapes in their work. Create pictures using geometric shapes – a range of shapes | Observe and draw lines and shapes from observations Blend and Match colours to those observed Explore making a variety of marks to create patterns and 'textures' | To create a monoprint using animal patterns as a starting point | |

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| Extra Art and Design with class teachers | | Andy Warhol - endangered animals Drawing & collage/colouring | Create pictures using geometric shapes - rectangles/squares | Wax resist - undersea watercolour paintings | Drawing from observation - shells | |
| Computing | Represent animal-themed data in different ways, using objects and technology. | Log in and use mouse and keyboard skills to navigate the computer. | Represent the same data as a pictogram and a table or chart. | Collect data about minibests using a tally chart and represent their data digitally. | Click and drag objects to sort data using a branching database. | |
| PE | <u>Sending and receiving</u> To develop rolling and throwing a ball towards a target. <u>Gymnastics</u> | <u>Sending and receiving</u> To develop receiving a rolling ball and tracking skills <u>Gymnastics</u> | <u>Sending and receiving</u> To be able to send and receive a ball with your feet <u>Gymnastics</u> | <u>Sending and receiving</u> To develop throwing and catching over a longer distance. <u>Gymnastics</u> | <u>Sending and receiving</u> To apply sending and receiving skills to small games. <u>Gymnastics</u> | |
| Music Animals | To be able to perform a song on the xylophone | To perfect the tortoise song and perform it to the class | To listen to different songs describing different animals and guess the animal | To listen to Peter and the wolf and identify the instruments used for different characters | To compose a song describing an animal of your choice | |