

# Curriculum Overview For Year 1 Spring 2020-21

<p><b>English:</b></p> <p><u>Fantasy, report, humorous verse/tongue twisters (poetry), recount</u></p> <p><u>Vocabulary grammar and punctuation</u></p> <p>I can add together two clause using 'and'.</p> <p>I can use conjunctions to join sentences (e.g. so, but).</p> <p>I can use a question mark.</p> <p>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</p> <p>I understand how adding -un to the beginning of some words changes the word to mean the opposite.</p>	<p><u>Composition</u></p> <p>I can sequence sentences to form short narratives.</p> <p>I can discuss what I have written with the teacher or my friends.</p> <p>I check my sentences make sense by rereading them.</p> <p><u>Handwriting</u></p> <p>I can make plausible phonetic attempts to spell each of the 40+ phonemes.</p> <p>I know how to add prefix -un at the beginning of the word.</p> <p>I can use word endings such as -s or -es to change a word to mean more than one.</p>	<p>I understand the process of segmenting words into sounds before choosing graphemes to represent them.</p> <p>I know the names of all the letters of the alphabet in order.</p> <p><u>Speaking and listening</u></p> <p>I can keep to the main topic when we are talking in a group</p> <p>I can start a conversation with an adult I know well or my friends</p> <p>I listen carefully to things other people have to say in a group</p>	<p><u>Science 1: How does your garden grow?</u></p> <p>Can they <b>name</b> the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</p> <p>Can they <b>identify</b> and name a range of common plants and trees?</p> <p>Can they <b>recognise</b> deciduous and evergreen trees?</p> <p>Can they <b>name</b> the trunk, branches and root of a tree?</p> <p>Can they <b>describe</b> the parts of a plant (roots, stem, leaves, flowers)?</p>	<p><u>Science 2: Can you build a house of straw?</u></p> <p>Can they <b>distinguish between</b> an object and the material from which it is made?</p> <p>Can they <b>describe</b> materials using their senses?</p> <p>Can they <b>describe</b> materials using their senses, using specific scientific words?</p> <p>Can they <b>explain</b> what material objects are made from?</p> <p>Can they <b>explain</b> why a material might be useful for a specific job?</p> <p>Can they <b>name</b> some different everyday materials? e.g. wood, plastic, metal, water and rock?</p> <p>Can they <b>sort</b> materials into groups by a given criteria?</p> <p>Can they <b>explain</b> how solid shapes can be changed by squashing, bending, twisting and stretching?</p>
<p><u>Maths</u></p> <p><u>Time</u></p> <p>Tell the time to the hour and draw the hands on a clock face to show these times.</p> <p>Sequence events in chronological order using language before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Use the language of the days of the week and months of the year.</p> <p>In practical contexts, compare and describe time.</p> <p>Measure and record time using simple standard units.</p> <p><u>Place value</u></p>	<p>Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Given a number to 40, identify one more and one less.</p> <p><u>Addition and subtraction</u></p> <p>Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve</p>	<p>addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Length</u></p> <p>In practical contexts, compare and describe: lengths and heights.</p> <p>Measure and record pictorially, using non-standard unit of measurement: lengths and heights.</p> <p><u>Multiplication and division</u></p> <p>Count in multiples of two, five and ten.</p> <p>Solve one-step problems involving multiplication and division for the 2, 10 &amp; 5 multiplication tables, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p><u>PE</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> <li>I can follow simple instructions and say what I am good at.</li> <li>I can begin to order instructions, movements and skills.</li> </ul> <p><u>creative Skills</u></p> <ul style="list-style-type: none"> <li>I can explore and describe simple movements.</li> <li>I can begin to compare my movements and skills others.</li> </ul>	<p><u>RE</u></p> <ul style="list-style-type: none"> <li>I can give examples of how Jewish people celebrate in special times.</li> <li>I can make links between Jewish ideas of God found in stories and how people live.</li> <li>I can give an example of how some Jewish people might remember God in different ways.</li> <li>I can talk and give reasons about what I think is good about reflecting, thanking, praising and remembering for Jewish people.</li> <li>I can explain why and how reflecting, thanks, praising and remembering is important to me.</li> </ul>
<p><u>History: What was life like for our grandparents?</u></p> <ul style="list-style-type: none"> <li>I can <b>sequence</b> up to three objects in chronological order (recent history).</li> <li>I can <b>describe</b> things using words and phrases like: old, new and a long time ago.</li> <li>I can <b>recall</b> things that happened when I was little.</li> <li>I can <b>select</b> objects belonged to the past.</li> <li>I can <b>describe</b> how I have changed since I was born.</li> <li>I can begin to <b>identify</b> the main differences between old and new objects.</li> <li>I can <b>identify</b> objects from the past, such as vinyl records.</li> <li>I can <b>compare and contrast</b> old and new objects.</li> <li>I can <b>classify</b> old and new things in a picture.</li> </ul>	<p><u>Geography: What can we see in Bolton?</u></p> <ul style="list-style-type: none"> <li>I can <b>describe</b> what I like about my locality.</li> <li>I can <b>categorise</b> things I like and don't like.</li> <li>I can answer some questions by <b>selecting</b> different resources, such as books, the internet and atlases.</li> <li>I can <b>select</b> a few relevant questions to ask about a locality.</li> <li>I can <b>recall</b> someone my address.</li> <li>I can <b>compare/contrast</b> the main features of a hot and cold place.</li> <li>I can <b>describe</b> a locality using words and pictures.</li> <li>I can <b>identify</b> key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.</li> <li>I can <b>recall</b> some of the main towns and cities in the United Kingdom.</li> </ul>	<p><u>Computing</u></p> <p><u>Computer Science</u></p> <p>I can give and follow instructions, which include direction and turning command – several in order</p> <p>I know that computers need precise instructions.</p> <p>I can plan use logical reasoning to predict outcomes.</p> <p>I can create a program that contains several commands for a device or software programme</p>	<p><u>Design Cooking and Nutrition:</u></p> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>I can <b>select</b> the correct tools and grip to chop fruit and vegetables safely. I can <b>identify</b> if a food is a fruit or a vegetable. I can <b>recall</b> where and how fruits and vegetables grow.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>I can taste and <b>evaluate</b> different food combinations. I can <b>describe</b> appearance, smell and taste. I can <b>select</b> information to be included on packaging.</li> </ul>	
		<p><u>Art</u></p> <p><u>Form and Space</u></p> <ul style="list-style-type: none"> <li>I can <b>recognise</b> form and space through 3D sculptures inspired by nature and animals.</li> <li>I can <b>develop</b> language and understanding of form and space through whole class sculpture.</li> </ul>	<p><u>Technical Knowledge:</u></p> <p>I can <b>compare and contrast</b> the difference between fruits and vegetables. I can <b>describe</b> and <b>classify</b> fruits by texture and taste.</p>	