Curriculum Overview For Year 1 Spring

English:
Fantasy, report, humorous verse/ tongue twisters (poetry), recount

Vocabulary grammar and punctuation
- I can add together two clause using 'and'.
- I can use conjunctions to join sentences (e.g. so, but).
- I can use a question mark.
- I can make words mean more than one object by adding –s or –es. For example, dog and dogs or wish and wishes.
- I understand how adding –un to the beginning of some words changes he word o mean he opposite.

Composition
- I can sequence sentences to form short narratives.
- I can discuss what I have written with the teacher or my friends.
- I check my sentences make sense by rereading them.

Handwriting
- I can make plausible phonetic attempts to spell each of the 40+ phonemes.
- I know how to add prefix –un at the beginning of the word.
- I can use word endings such as –s or –es to change a word to mean more than one.
- I understand the process of segmenting words into sounds before choosing graphemes to represent them.
- I know the names of all the letters of the alphabet in order.

Speaking and listening
- I can keep to the main topic when we are talking in a group
- I can start a conversation with an adult I know well or my friends
- I listen carefully to things other people have to say in a group

Science 1: How does your garden grow?
- Can they **name** the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
- Can they **identify** and name a range of common plants and trees?
- Can they **recognise** deciduous and evergreen trees?
- Can they **name** the trunk, branches and root of a tree?
- Can they **describe** the parts of a plant (roots, stem, leaves, flowers)?

Science 2: Can you build a house of straw?
- **Can they distinguish between an object and the material from which it is made?**
- Can they **describe** materials using their senses?
- Can they **describe** materials using their senses, using specific scientific words?
- Can they **explain** what material objects are made from?
- Can they **explain** why a material might be useful for a specific job?
- Can they **name** some different everyday materials? e.g. wood, plastic, metal, water and rock?
- **Can they sort materials into groups by a given criteria?**
- Can they **explain** how solid shapes can be changed by squashing, bending, twisting and stretching?

Maths
Time
- Tell the time to the hour and draw the hands on a clock face to show these times.
- Sequence events in chronological order using language before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Use the language of the days of the week and months of the year.
- In practical contexts, compare and describe time.
- Measure and record time using simple standard units.

Place value
- Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.
- Count, read and write numbers from 1-40 in numerals and words.
- Identify and represent numbers using objects and pictorial representations.
- Given a number to 40, identify one more and one less.

Addition and subtraction
- 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.

Length
- In practical contexts, compare and describe: lengths and heights.
- Measure and record pictorially, using non-standard unit of measurement: lengths and heights.

Multiplication and division
- Count in multiples of two, five and ten.
- Solve one-step problems involving multiplication and division for the 2, 10 & 5 multiplication tables, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions
- In practical contexts, recognise, find and name a half as one of two equal parts of an object or shape.
- Recognise, find and name a half as one of two equal parts of a quantity, by sharing using concrete objects and pictorial representations

PE
Cognitive Skills
- I can follow simple instructions and say what I am good at.
- I can being to order instructions, movements and skills.

creative Skills
- I can explore and describe simple movements.
- I can begin to compare my movements and skills others.

Religious Education
Who is Jewish and how do they live?
- I can recognise the words of the Shema as a Jewish prayer
- I can retell some stories used in Jewish celebrations
- I can give examples of how the stories used in celebrations remind Jews about what God is like
- I can give examples of how Jewish people celebrate special times
- I can make links between Jewish ideas of God found in stories and how people live
- I can give an example of how some Jewish people might remember God in different ways

Computing
Computer Science
- I can give and follow instructions, which include direction and turning command – several in order
- I know that computers need precise instructions.
- I can plan use logical reasoning to predict outcomes.
- I can create a program that contains several commands for a device or software programme
- I can debug a program independently that has caused an unexpected outcome.
- I know programs need an event to begin
- I know what and event is
- I can use different events to start my programs – timing / on click / on button press

Design and Technology
Textiles
- I can **observe** and use a template to create a design for a puppet.
- I can **select** and cut fabric neatly with scissors.
- I can **select** and use joining methods to decorate a puppet.
- I can **sequence** steps for construction.
- I can reflect on a finished product, giving **reasons** about my likes and dislikes.
- I can **describe** different ways in which to join fabrics together: pinning, stapling, gluing.

History: What was life like for our grandparents?
- I can **sequence** up to three objects in chronological order (recent history).
- I can **describe** things using words and phrases like: old, new and a long time ago.
- I can **recall** things that happened when I was little.
- I can **select** objects belonged to the past.
- I can **describe** how I have changed since I was born.
- I can begin to **identify** the main differences between old and new objects.
- I can **identify** objects from the past, such as vinyl records.
- I can **compare and contrast** old and new objects.
- I can **classify** old and new things in a picture.
- I can answer questions by **observing** an artefact/ photograph provided.

Geography: What can we see in Bolton?
- I can **describe** what I like about my locality.
- I can **categorise** things I like and don't like.
- I can answer some questions by **selecting** different resources, such as books, the internet and atlases.
- I can **select** a few relevant questions to ask about a locality.
- I can **recall** someone my address.
- I can **compare/contrast** the main features of a hot and cold place.
- I can **describe** a locality using words and pictures.
- I can **identify** key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.
- I can **recall** some of the main towns and cities in the United Kingdom.

Art
- I can **develop** skill and control with painting.
- I can **explore** a range of materials and printmaking techniques.
- I can **observe** and **describe** teacher led idea modelling through discussion.
- I can **explore** sketchbooks voluntarily to record thoughts and ideas and experiment with materials.
- I can **select** and **summarise** why appropriate colours reflect a theme and purpose.
- I can **recognise** form and space through 3D sculptures inspired by nature and animals.
- I can **develop** language and understanding of form and space through whole class sculpture.
- I can **create** and **adapt** original ideas by looking at other artists' work.
- I can **explore** ideas through practical activities.
- I can **create** original patterns and designs.

Music
How Does Music Make the World a Better Place?
- Singing songs and speaking chants/rhymes – 'Rhythm in the way I walk,' - an action song about the interrelated dimensions of music.
- Exploring a wide range of musical styles.
- Introducing tempo & dynamics.
- Use tuned & untuned instruments appropriately to make and combine sounds musically.
- Listen and understand a range of live & recorded music.