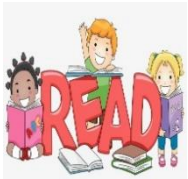




Curriculum Information Sheet - Spring 1 2023-24  
Year 1 Classes: Dancing Dolphins & Talented Turtles

ENGLISH

Phonics  
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wh y au



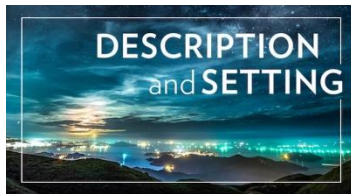
This half term the pupils will be focusing on the following genres in their writing lessons:

Poetry: Pattern and Rhyme



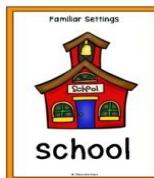
Pupils will know how that rhyme adds musicality to poems and that patterns in poems give poems rhythm. Pupils will be able to recognise words that rhyme and count syllables in words.

Setting Descriptions



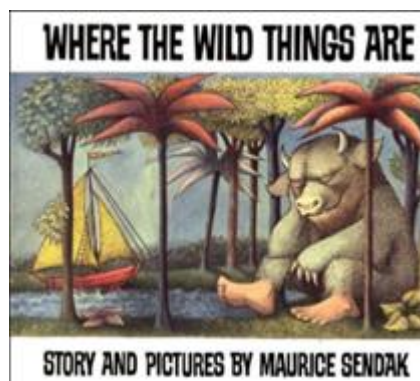
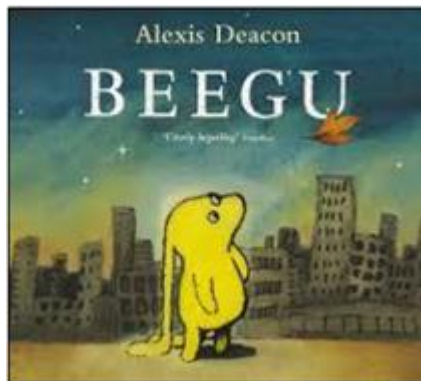
Pupils will know that a setting is the place where the action takes place. Pupils will know the main features of a setting description. They will be able to choose vocabulary to describe a setting and say a sentence aloud before writing it.



Stories with familiar settings












Pupils will know the component parts of a story. They will know to check their writing for sense. Pupils will be able to sequence sentences to tell a story and use adjectives to describe a familiar setting.

Main Key Texts:



	<p>We will be using the two books above as a focus for our Guided Reading lessons. We will continue to focus on developing retrieval, inferencing, prediction, sequencing skills as well as enhancing the pupils' vocabulary.</p> <p><b>Phonics</b></p> <p>We will focus on reading and spelling the longer level 4 words and then move onto level 5 phonemes towards the end of the half term.</p> <p><i>*We will continue to teach the reading and writing of the year 1 'Common Exception Words' (also known as 'tricky words') throughout the half term.</i></p>
<p><b>MATHS</b></p> 	<p><b><u>Number: Place Value (within 20)</u></b></p> <ul style="list-style-type: none"> <li>Count to 20, forwards and backwards, beginning with 0 or 1, from any given number</li> <li>Count, read and write numbers to 20 in numerals and words</li> <li>Given a number, identify one more or one less</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> <p><b><u>Number: Addition and Subtraction (within 20)</u></b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Add and subtract one-digit numbers to 20, including zero</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</li> </ul> <p>The principal focus is to ensure the children become increasingly fluent with whole numbers, including number facts and the concept of place value. Children will develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.</p>
<p><b>SCIENCE</b></p> 	<p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock)</li> <li>How we can recognise different materials</li> <li>The different properties of materials</li> <li>What materials are waterproof?</li> <li>What materials can be used to make certain objects with specific properties?</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties</li> </ul> <p><b><u>Seasons: (Ongoing)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b><u>Working Scientifically:</u></b></p> <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>Performing simple tests</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> </ul>

<p><b>TOPIC WORK</b></p> 	<p><b><u>History of the Local Area/School</u></b></p> <p>Children will explore the past of our school from conducting interviews of adults at the school. Then children will be looking at the school grounds which looks at human and physical features to understand how the area is used at the present time. The children will be:</p> <ul style="list-style-type: none"> <li>• Looking at features of the local area and comparing the past</li> <li>• Observing changes - what was it like in the past and now - considering different viewpoints of different people</li> <li>• Forming questions to develop a better understanding of the past</li> <li>• Using relevant vocabulary to explain and describe.</li> </ul> <p>Analysing the chronology of people and events of different periods the children will be able to begin to form a timeline of events to include their recent history and where it all fits in together (when they were born, when they started at Avanti, when the building became Avanti and what it was used for in the past). We will look at pictures and maps to make comparisons. We will look at cardinal directions to identify positions on a school map.</p>
<p><b>ART &amp; DESIGN</b></p> 	<p><b><u>Art &amp; Design</u></b></p> <p>Children will be learning about and exploring colours, understanding that colours are split into primary and secondary colours. They will understand that when you mix two primary colours together, they can create different shades of secondary colours. These can then also be changed when adding white or black. They will have the opportunity to apply these skills through a range of artwork and cross curricular work.</p> <p>Children will put their understanding of colour mixing into practice to recreate their own versions of the artwork 'O-9' by artists Jasper Johns. Children will also recreate their own designs of Clarice Cliffs 'Circle Tree' plate.</p>
<p><b>PSHE</b></p> 	<p><b><u>Health and Wellbeing: Safety and the Changing Body</u></b></p> <p>The children will be continuing to learn about health and different ways to keep themselves safe. We will then move onto personal safety, what this is and how to respond to adults in different situations.</p> <p>Children will begin to understand appropriate and inappropriate physical contact. Children will be learning what to do if they become lost and how to contact the emergency services.</p>
<p><b>MUSIC</b></p> 	<p>We will be having Harrow Services come to teach Music with our children. They will be teaching (subject to change):</p> <p><b>Musicianship 2</b></p> <p>Coordination - dancing and singing games with movement Rhythm skills development - rhythm patterns and word rhythms Rhythm patterns - ta, titi, shh Solfa - SML Handling percussion instruments (the unit is subject to change).</p>

<p><b>COMPUTING</b></p> 	<p><b><u>Digital Painting:</u></b> Pupils will continue to explore the world of digital art and its exciting range of creative tools. They will build on their learning of how to select and use a paint programme, what the icons mean and how to use them.</p> <p>The children will learn about artists such as Piet Mondrian, Henri Matisse and Georges Seurat and be able to create their own digital art in these different styles. Children will develop their understanding of the available paint tools and select the best tools to create a digital painting in the style of Wassily Kandinsky.</p> <p>The children will be able to consider their preferences when painting with, and without, the use of digital devices. They will also continue to practice logging on and off the computers</p>	
<p><b>HEALTH &amp; WELLBEING</b></p> 	<p><b><u>Physical Education</u></b> <u>Gymnastics - Wide, Narrow, Curled</u> The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus. The class will explore movements and balances in a narrow way on the floor and on apparatus. The class will explore movements and balances in a curled way on the floor and on apparatus.</p> <p><b><u>Meditation</u></b> Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><b><u>Yoga</u></b> Theme: Kindness and Friendship Objective: Practice yoga poses that promote kindness and friendship.</p> <p>Asana: Partner Tree Pose, Partner Boat Pose, and Group Hug Pose</p> <p>Pranayama: Heart Breath</p> <p>Philosophy: Emphasising the importance of kindness and friendship</p> <p>Meditation: Sending love and kindness to friends and family</p>
<p><b>SPECIALIST SUBJECTS</b></p>  	<p><b><u>Sanskrit</u></b> Reading and writing: Devanagari vowels u and uu</p> <p>Topic: Animals</p> <p>Bhagavad Gita: 1.39</p>	<p><b><u>Spanish</u></b> We will be learning about body parts:</p> <ul style="list-style-type: none"> <li>To name different body parts</li> <li>To listen to some body parts and identify their location in their body</li> <li>To read body parts and locate them in their own body</li> <li>To write the body parts they can identify in their body.</li> </ul>
<p><b>Philosophy Religion and Ethics</b></p> 	<p><b>Respect - What would Lord Rama do?</b></p> <p>Children will learn about respect, politeness, and good manners. Using the Ramayana and Lord Rama's example, pupils will start exploring types of behaviour associated with respect and consider how they reflect such behaviour at home and at school, particularly in relationship to 'key others' e.g. parents and teachers.</p>	