



## YEAR ONE SPRING TERM CURRICULUM 2020-21

<p><b><u>As Speakers and Listeners:</u></b></p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and peers</li> <li>• ask relevant questions to extend understanding, knowledge and vocabulary</li> <li>• adopt a range of roles and respond to others in role</li> </ul> <p><b><u>As Readers:</u></b></p> <ul style="list-style-type: none"> <li>• Children will develop pleasure and motivation to read by being immersed in high quality fiction, non-fiction and poetry.</li> <li>• respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in word, read common exception words, read aloud books that are consistent with developing phonic knowledge</li> <li>• explore the key texts 'Hermelin' and 'Where the Wild Things are' as vehicles for learning about key language features of fiction texts</li> <li>• In relation to phonics we expect most children to be on track towards meeting the expected standard if they are being taught the alternative pronunciations as part of Phase 5b.</li> </ul>	<p><b><u>As Writers:</u></b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower case letters in the correct direction, starting and finishing in the correct place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• combine words to make sentence</li> <li>• join words and clauses using 'and', 'so', 'because', 'but'</li> <li>• reinforce plural noun suffix -s -es</li> <li>• begin to use suffix added to verbs -ing, -ed, -er</li> <li>• how prefix un- changes the meaning of verbs and adjectives</li> <li>• leave spaces between words</li> <li>• write simple narratives based on those they have read (a detective story and a portal story)</li> <li>• write a letter to recount</li> <li>• write a non-chronological report to inform</li> <li>• complete a dictated exercise using common exception words</li> </ul>	<p><b><u>As Mathematicians:</u></b></p> <p><b>Place value (within 20)</b></p> <ul style="list-style-type: none"> <li>• count, read and write forwards and backwards from any number 0 to 20</li> <li>• know the symbols for equals, greater than and less than</li> <li>• count one more and one less within 20</li> <li>• compare and order groups of objects within 20</li> <li>• compare and order numbers within 20</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• find number bonds for numbers within 20</li> <li>• use part whole model to solve simple addition and subtraction problems</li> <li>• learn fact families to make links between addition and subtraction</li> </ul> <p><b>Place value (within 50)</b></p> <ul style="list-style-type: none"> <li>• count, read and write forwards and backwards from any number 0 to 50</li> <li>• partition numbers within 50 using tens and ones</li> <li>• count one more and one less within 50</li> <li>• compare and order groups of objects within 50</li> <li>• compare and order numbers within 50</li> </ul> <p><b>Length and Height</b></p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half.</li> <li>• Measure and begin to record length and height.</li> </ul> <p><b>Weight and Volume</b></p> <p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>• capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>• Measure and begin to record weight and volume.</li> </ul>
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<p><u>As Scientists:</u></p> <ul style="list-style-type: none"> <li>*observe seasonal changes</li> <li>*observe and describe the different weather associated with the seasons and day length</li> </ul>	<p><u>As Computing Scientists:</u></p> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"> <li>*recognise common uses of information technology beyond school</li> </ul> <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b>Key Apps</b></p> <p>Purple Mash</p>	<p><u>As Historians:</u></p> <ul style="list-style-type: none"> <li>*Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>*Learn about significant historical events, people and places in their own locality (Black Horse Hill Infant School and the key events surrounding the school).</li> <li>*events beyond living memory that are significant nationally or globally [the Great Fire of London]</li> <li>*Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (modern school life compared to school life in the Victorian era ).</li> <li>*Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed by investigating two different first-hand accounts of life in the Victorian era.</li> <li>*Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. [Queen Victoria, Samuel Wilderspin]</li> </ul>	<p><u>As Geographers:</u></p> <ul style="list-style-type: none"> <li>*Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>*Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of West Kirby.</li> <li>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> <li>*Play a clapping game while singing a song</li> <li>*Sing a song, recognising changing speeds</li> <li>*Invent new lyrics and clapping patterns</li> <li>*Add a pitched melody to a song</li> <li>*Play a three-note accompaniment accurately</li> <li>*Use provided rhymes to make up new lyrics and moves</li> </ul>
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<p><u>Key Vocabulary:</u> deciduous, evergreen, leaves, berries, fruit, season, winter, autumn, spring, summer, daylight, month, year,</p>	<p><u>Key Vocabulary:</u> Instruction, algorithm, computer, program, debug, technology, direction, challenge, arrow, undo, rewind, backwards, forwards, right turn, left turn</p>	<p><u>Key Vocabulary:</u> Past, arithmetic, cane, centenary, chronological, dunce's cap, invention, monarch, punishment, strict, Victorian,</p>	<p><u>Key Vocabulary:</u> capital city, cathedral, city, country, landmark, physical feature, human feature, queen, settlement, England, Wales, Scotland, Northern Ireland, Edinburgh, London, Cardiff, Belfast.</p>	<p><u>Key Vocabulary:</u> pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>
<p><u>As Artists:</u> *Learn 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(Street Art by artist James Rizzi). *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. *Use a range of materials creatively to design and make products. *Produce creative work, exploring their ideas and recording their experiences. *Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><u>For spiritual and moral development, children will be learning about:</u> *Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (Saudi Arabia). *Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come (The Birth of Muhammad). *Find out about questions of right and wrong and begin to express their ideas and opinions in response (Al-Amin). *Notice and respond sensitively to some similarities between different religions and world views (Why Muhammad is so special to Muslims). *Find out about and respond with ideas to examples of cooperation between people who are different.</p>	<p><u>Enhancements, Visits &amp; Key Dates:</u> *Visits to St. Michael's Church  *Walk around local area to spot simple geographical human and physical features.  *Tea Party to introduce the Bright Lights Big City topic.  *Visit from a member of the local community who attended BHH Infant.  Chinese New Year – 12<sup>th</sup> February Shrove Tuesday - 16 February Holi – 28<sup>th</sup> March Easter – 4<sup>th</sup> April</p>	<p><u>As Respectful Responsible Citizens:</u> *Class rules/contributing to life of classroom. *Set simple goals to achieve *Work out how to achieve dreams and goals. *Understand how to work well with a partner. *Take on a new challenge and stretch my learning. *Overcome obstacles within a challenge. *Describe and explain feelings relating to overcoming a challenge.</p>	<p><u>As Design Technologists:</u> *design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of a London Taxi. *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *select from and use a range of tools and equipment to perform practical tasks  *explore and use mechanisms [for example wheels and axles], in their products. *evaluate their ideas and products against design criteria</p>

	<p>*Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (Visitor coming to school to discuss the importance of Muhammad).</p> <p>*Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry (Writing their own names in Arabic).</p>			
<p><u>Key Vocabulary:</u> 3-D effect, artwork, composition, form, pop art, subject, texture, murals</p>	<p><u>Key Vocabulary:</u> Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy</p>		<p><u>Key Vocabulary:</u> Success, achievement, goal, process, teamwork, challenge, stretch, learning, obstacle, overcome, feelings, celebration</p>	<p><u>Key vocabulary</u> Axle, wheel, tyre, chassis, vehicle, move, design, evaluate, headlights, roof, seats</p>