**Curriculum Overview for Year 1 Spring Term The Enchanted Forest**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| colouredNCbackground.png**Phonics( spelling)** Phase 5b and c of Letters and Sounds.**Punctuation and Grammar** Alphabet order and dictionary work. Sentence—joining words and joining clauses using *and.* Punctuation - names and the personal pronoun *I* are capital letters. Word—regular plural noun suffixes—s or es. Text—sequencing sentences to form meaning.  | **English****Key texts** Non-fiction texts about the seasons, the weather and animals and plants. Poems about the seasons and weather. Where the river meets the sea—link to Geography work on Australia. Key author—Julia Donaldson focus on Gruffalo stories.Key fiction - Bog baby/The king of little things/The Enchanted Wood.  | **Writing Opportunities** Simple **factual writing** about the seasons and weather. Lists and captions linked to topic work. **Simple poetry about the weather.** Descriptions of characters from key texts. Diagrams and captions about animals and plants. Seed diary.  | **Art & Design****Drawing** Shape and tone. Look at shapes in nature and mix light and dark patterns/shapes.**Painting** Use a variety of tools/techniques to paint the seasons/fo.rest Work on small and large scale. Mix primary and secondary shades and tones. Experiment with textured paint.**Digital media** Use simple graphics software to create space, seasons and animal pictures. Record seasonal change with digital cameras/ Ipads.   | **Computing** Filming the steps of a recipe – using different features of a video package, breaking down a process into simple steps.Collecting and saving images from the internet on animals. |
| **Design & Technology** **incl cooking** **Textiles**—create a leaf felt shape. **Sheet materials**–collages and models of animals and plants. Make a pop up Easter card. **Food**—look at parts of a plant that we eat and prepare and cook fruit and vegetables in different ways..   | **Geography** I can observe seasonal changes in my local area.* Observe and record the weather.

 I can compare my local area to NE Australia using terms to describe the human and physical similarities and differences. ( Use text Where the forest meets the sea )  |
| **Addition and Subtraction*** Read, write and interpret mathematical statements involving + - and = signs
* Begin to use number bonds and related subtraction facts within 2 Add and subtract one digit and two digit numbers to 20
* Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
* Recognise the value of different coins and solve word problems involving money
* Double and halve one and two digit numbers.
 | **Mathematics****Number and place value*** Count to and across 50 forwards and backwards, beginning with 0 or 1 or from any given number
* Read and write numbers to 30
* Fill in missing numbers
* Partition teen numbers to support calculation
* Apply number facts to solve calculations more efficiently
* Count in multiples of 2s, 5s and 10s
* Recognise odd and even numbers.
 | **Measurement** * Compare, describe and solve practical problems for length and height, mass and weight and time
* Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

  |
|  **Modern Languages*** Not statutory at Key Stage 1

**PE****Gymnastics****Physical Education****First Half term****Gymnastics** Safely putting out equipment. BAGA challenges.**Games** I can stop a ball and send it to another person. I can take part in sending and receiving games.**Second Half term****Dance**  I can respond imaginatively to stimuli about the seasons/animals. Exploring levels and directions.**Physical Education****First Half term****Gymnastics** Safely putting out equipment. BAGA challenges.**Games** I can stop a ball and send it to another person. I can take part in sending and receiving games.**Second Half term****Dance**  I can respond imaginatively to stimuli about the seasons/animals. Exploring levels and directions.* Continue with badges 7 and 8 of BAGA.

**Games*** Sending and receiving equipment such as balls and beanbags.
* Sending and receiving games.

**Dance*** Responding imaginatively to music. Use Vivaldi and other music to create a dance.
 | **Music**Use percussion instruments to explore rhythm and to create sounds to accompany the story of Bog Baby. Listen to **The Four** **Seasons** by Vivaldi—recognise the instruments played. Singing songs related to the theme. **RE**Christianity—Confirmation and communion.The story of Easter. |
| **Science** I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.   | **History**Not a focus this term |
|  |   |