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

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| 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 | |
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