



Year 1 Curriculum HT2

PSHE
Celebrating Difference

E-safety
Privacy & security
Online Bullying
Online Reputations

Commando Joe
Mission focus:
Friendships
Teamwork


Personal Development
Wider Curriculum Clubs Available
Sports, Archery, Music, Games, Commando Joe,
Dodgeball, Cookery, Art, Clay Creators, WFA Football.

Trips and Visits
Two local walks around
Wilmslow.
Christmas Theatre Trip

No Outsiders
My World Your
World

English

Inspirational Class Story Texts



Genres for writing:
Narrative
Letters
Lists
Recount
Non-chronological report

Within writing, Year 1 will be focusing on becoming more independent in the following:

- Articulating and writing sentences.
- Orally recounting past events using the past tense.
- Using adjectives to form a noun phrase.
- Using capital letters and full stops correctly.
- Beginning to identify when words are missing in a sentence.
- Writing the days of the week with a capital letter.
- Use 'and' to join two adjectives.

Poetry

The poem Year 1 are studying and learning to recite this half term is 'Swing' by Robert Louis Stevenson

Maths

Week 1 - 3

To know and use number (Place Value)
To count to and across 100 forwards and backwards
Identify one more/one less than a number
Recognise greater/ less than
Count, read and write numbers to 100 in numerals
Count in multiples of 2, 5, 10
Read and write numbers 1-20 in words and numerals

Week 4-5

Addition and Subtraction:
Represent and use number bonds for related subtraction facts within 20
Read ,write and interpret mathematical statements involving +, -, =,
Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations.

Week 6

2D & 3D Shape
Recognise and name; cuboids, cubes, pyramids and spheres.
Recognise and name; rectangles, squares, triangles and circles.

MoneySense

Year 1 will be completing the first of their Money Sense lessons where they will be looking at the difference between wants and needs.

Science

The Year 1 science topic this half term continues to be Animals including humans.
Children will learn about the classification of animals.
Every half term we will also learn about the different seasons.

Geography

Year 1 will be investigating their local area and learning about the countries that make up the United Kingdom.




Computing

Year 1 will be introduced to programming and will learn how to use Scratch Junior.

DT

Year 1 will be making finger puppets as their DT project this half term.


Music

Year 1 will be listening, performing and composing using different Christmas songs.



PE

The children will be doing gymnastics and fundamental skills.



Phonics

Children will continue to learn the alternative sounds from phase 5.
These are:
aw, au, al
ir, er
ear
ow, oy
ere, eer
are, ear
c, k, ck
ch, c(e), c(i), c(y)
sc/stl
se
s(e), g(i), g(y), dge

RE

What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?





What we already know

Know the names of the following body parts and can label them; head, neck, arms, elbows, legs, knees, face, eyes, ears, hair, mouth, teeth.

The five senses and the body part associated with each sense.

Animals belong to different groups.

Fish – cod, trout, mackerel, bass

Amphibians – frog, toad, salamander, newt

Reptiles – snake, crocodile, turtle, Komodo dragon.

Mammals – humans, monkeys, bears, dogs

Birds – sparrow, robin, seagull, crow

Continuation of Structure of Animals

Fish (live in the sea) – cold blooded, breathe through gills, scales on skin, fins to help them move through water.

Amphibian (live on land or in water) – cold blooded, lay eggs, have gills and lungs.

Reptile – cold blooded, scales on skin, breathe through lungs, have 4 legs, lay eggs.

Birds – have wings, feathers, 2 legs, most can fly, and they have a beak instead of teeth. They hatch from eggs, live in a nest and have lungs to breathe.

Mammals (including humans) – warm blooded, large brain, usually have 4 legs, have a coat of hair to trap warm air, they give birth to live babies who are fed milk produced by the mother.

What Animals Eat:

Carnivores – eat meat e.g. lions, snakes, spiders, wolves



Herbivore – eat plants e.g. rabbits, cows, sheep, pandas



Omnivore – eat meat and plants e.g. pigs, chickens, rats, badgers



Scientific Enquiry – Animals including humans

Classifying is when you sort items into groups based on similarities and differences.

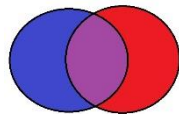
Know that animals can be sorted into different groups, based on their similarities and differences.

Know the different classification of different animal groups. Know that animals can be grouped based on their diet.

A **table** is a simple way to present data.

A **Venn diagram** is used to classify three different groupings.

Know that you can answer questions using knowledge from what animals you have observed, based on their diet.



Scientific Enquiry - Seasons

Observing over time is when you watch or measure something over a period of time to see how it changes.

Pattern seeking is when you carry out simple tests or observe closely to look for patterns in results. You can ask questions to help you look for patterns.

A **thermometer** is an instrument that measures temperature.

When you collect data it needs to be presented in a way that is clear and easy to understand.

Know that you can answer questions using knowledge from what you have observed.

Know that you can use data you have collected to help answer questions.

Know that a conclusion is when you answer a question using what you have found out in your scientific enquiry.

Seasons Lesson

Winter

The coldest time of the year.

There are less and less hours of daylight.

We sometimes see snow, frost in the morning, sleet blizzards and hail. Water freezes to ice.

Many plants stop growing.

Some trees lose all their leaves.

Some animals including hedgehogs and tortoises hibernate.

In the winter the sun rises later and sets earlier, and our days are short.



Knowledge Jigsaw

Year 1 Geography HT2



What we already know

We go to Ashdene Primary School.

We go to school in Wilmslow.

We live in England.

Locational Knowledge - The United Kingdom and the corresponding capital cities.



The UK is made up of 4 countries and they each have a capital city:

- England - London
- Scotland - Edinburgh
- Wales - Cardiff
- Northern Ireland - Belfast

There are three seas that surround the UK:

- Irish Sea
- English Channel
- North Sea
- Atlantic Ocean

I can find these on a map.

Locational Knowledge and Human & Physical Geography – Wilmslow



A human feature is something that is man-made.



A physical feature is something that is created naturally.



Wilmslow is in Cheshire.

Cheshire is in the country England, which is part of the UK.

Locational Knowledge and Human & Physical Geography – Wilmslow

Our school is Ashdene.

Wilmslow town has shops, a cinema, houses, schools and busy roads.



Place Knowledge

The countryside has less houses, shops and quieter roads.

The countryside has more trees and grass than towns.

A city has more people and buildings than a town.

A city is larger than a town and has more people.

Geographical Skills and Fieldwork

A map is a two dimensional drawing of any area

A map shows us land and sea.

A map can help us find countries and cities in the UK.

We use maps to find our way around.

We can use left, right, up and down as directions on a map.

You can find landmarks and green spaces on a map.

Some detailed maps show road names.

Some maps have labels of landmarks

An aerial photograph is a photograph taken from above.





Our Discovery Question:

What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Knowledge

The main events of the Christmas story are:

- Mary and Joseph were told they would have a baby by the angel Gabriel
- They travelled to Bethlehem on a donkey
- Jesus was born in a stable
- Jesus was visited by some shepherds and three wise men.

In the Christian Christmas story, Jesus was given three gifts by three Wise Men (or Three Kings).

Christians believe these gifts had special meaning:

Gold is a precious metal and a sign of royalty, which show Jesus was born to be King of Kings.

Frankincense is a perfume that comes from a tree, which shows that Jesus was to be a kind of priest.

Myrrh is a perfumed oil, which is used on dead bodies to make them smell nice. Myrrh showed that Jesus would one day die on a cross.

Personal Reflection

I can describe what makes a gift special and how it feels to give and receive these.

I can discuss the importance of the gifts Jesus was given in the Christmas story and reflect upon what gifts would be meaningful for Jesus today.



What we already know

We know that we are special and how to feel special.
 We know when and where we feel safe and what to do if we feel unsafe.
 We know our rights and responsibilities as a member of the class.
 We know that our views are valued.
 We are able to talk about a time when we felt proud and explain how that made us feel.
 We understand the importance of rules and consequences.
 We recognise that we are different and are able to celebrate our differences.

Similarities

We understand that we have many similarities with our friends and they are not all about appearance.



We can use the language similar to and the same as when describing similarities.

Differences

We understand that we have many differences with our friends and they are not all about appearance.



We can use the language different from and differences when describing how we are different.

We recognise that we are all **unique** and that it is good to be different.

Bullying

We are aware that there are 3 key features to bullying. They are:

1. It doesn't happen just once. It goes on over time and happens again and again.
2. It is deliberate; hurting someone on purpose, not accidentally.
3. It is unfair: the person doing the bullying is stronger and more powerful (or there are more of them).



We also know who we could talk to if we feel unhappy or think we are being bullied. We know how to help if we think someone else is being bullied.

Friendships

We are aware of the qualities of a good friend. We know the importance of these qualities and try to show them all the time.



We know how to make children in our class feel welcome and how to make friends with them.

My World Your World

We know that we share the world with lots of different people. We are aware that there are lots of people in lots of different countries but just one world.





Design brief

To design, make and evaluate a finger puppet for a year 1 child to use when telling a story.

What I already know




Design means to draw and talk about my ideas. It is my planning time.

Evaluate means to talk about what I like and dislike about something.

Glue guns can be used to stick things together securely. I **must** work with an adult when using one.

There are lots of different types of material. Some materials feel soft and others feel rough.

Key vocabulary, tools and equipment

design brief	What you are going to make, who it is for and why they need it.
felt	A soft type of material that is easy to use when sewing. 
sew	To join, fasten or repair.
needle	
eye of the needle	The hole in the needle which you pass the thread through
running stitch	

Design

Designing is when you write down, draw and talk about your ideas.

It is important to talk about design ideas because other people may make suggestions that could help you.

After talking about ideas, you can look back at your first design and make it better. You must always think about the design brief.

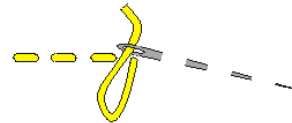
Designers draw and label what they are designing and making.

Make

The 'Design Brief' is what you are going to make, who it is for and what its purpose is.

Two pieces of material can be attached together by sewing them.

Running stitch is when the thread runs through the material without stopping – up and down.



Needles are very sharp and you must be careful when using them.



Needles are stored in a pin cushion for safety.

To sew you must thread a needle accurately through the eye of the needle.

Evaluate

Soft fabrics are the best materials to use when making finger puppets because they are comfortable when placed on the finger and they are easier to work with than stiffer materials, such as leather.

To evaluate means to talk about what was easy, challenging and enjoyable.

When evaluating, you can talk about what you have made and, you can also discuss what other people have made.

It is important to consider people's feelings in talking about their work, but to also recognise that evaluating is thinking how something could be done even better.

Knowledge Jigsaw

Year 1 Music HT2



What we already know

- Recognise and understand dynamic and tempo changes.
- Respond to music with movement.
- Discuss different moods of music and identify instruments.
- Use voices expressively when performing songs, rhymes and chants.
- Understand that symbols can represent different sounds in music.
- Begin to understand crotchet and quaver rhythms.

Listening and Performing

- Learn Christmas songs and perform tunelessly with expression.
- Classify sounds into daytime and night-time sounds. Discuss the structure (verse, chorus), lyrics and mood of the songs.
- Identify and discuss different sounds in the environment.



Listening and Performing

- Learn *What Shall we do in our Work Today?* Sing and perform it with a percussion accompaniment.
- Rehearse Christmas performance songs.
- Listen and discuss the mood, tempo, lyrics and sound effects in musical extracts.
- Add actions to the song showing the different activities each worker carries out.

- The music is happy 😊 sad 😞
- The singer is a girl 👧 a man 👨
- I can hear a doorbell 🔔 a dog 🐕
- I like the music. Yes 😊 No 😞

Listening, Performing and Composing

Rehearse Christmas songs. Compose and perform simple rhythm patterns on instruments following notation. E.g.



Listen to *The Typewriter* by Leroy Anderson recognising and appreciating sound effects in music. Discuss the tempo, dynamics mood and instrumentation.



Learn about Leroy Anderson as an American composer of the 20th century and mime the actions and bell sound in the piece.

Rehearse Christmas songs.

Listening and Performing

Perform the simple 2-note song *Hey, Hey, Look at Me!* developing a sense of pitch. Show the regular beat (pulse) of the song by tapping hands and playing instruments.

Recognise and perform the regular beat from pictorial symbols.



Choose instruments to mark the pulse of the song. Point to the words and pictures to show the regular beat in the song. Clap on the beat following symbols.

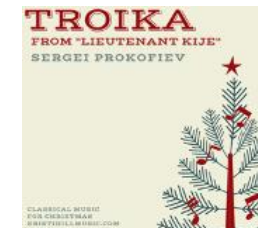


Listening, Performing and Composing

Perform *Jingle Bells*. Perform adding a bell accompaniment to show the pulse of the song.

Compose an additional verse to the song to fit the mood of Christmas. Listen to *Troika* by Prokofiev discussing mood, tempo, instrumentation and changes in pitch.

Identify and discuss different kinds of bells in the environment and why they are important in the music and on the reindeer's harness. Respond to *Troika* with movement to show a sleigh ride.



Knowledge Jigsaw

Year 1 PE HT2 (Gymnastics)



What we already know

Tuck shape: Straight back, toes pointed, legs together not crossed.

Straight shape: Legs together, hands apart, legs and arms straight.

Star shape: Legs and arms extended, arms in line with shoulders.

Pike shape: Back straight, legs and arms extended and together.

Straddle shape: Straight legs and straight backs.

Rocking is the first step in forming a roll. Children can rock forwards and backwards and from side to side

When travelling, you can use different body parts and high and low levels.

Shapes: E.g. tuck, pike, straddle, dish, arch, star

Level: High, medium and low.

It is important to squeeze muscles to make them hard and tense when in a shape.

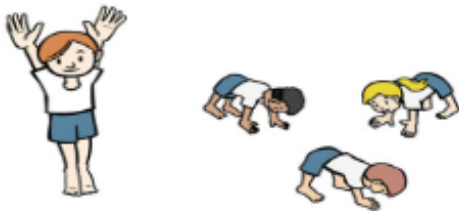
Shapes: E.g. tuck, pike, straddle, dish, arch, star



It is important to be as still as a statue when in a balance.

Balances need holding for 5 seconds.

Squeeze muscles so they feel hard.

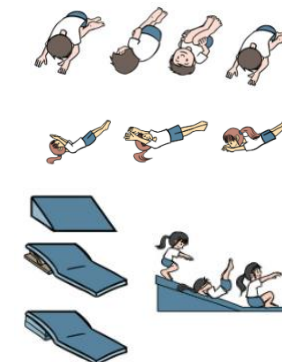


When landing, they need to bend their knees and keep looking ahead when landing.



It is important to keep a shape throughout a roll and to transition from one movement to the next.

Children to explore different rolls: barrel, straight and forward.



Knowledge Jigsaw
Year 1 PE HT2 (Fundamentals)



What we already know

When changing balance you should:

- Bend your knees and push off in the opposite direction.
- Turn your body to face a new direction.
- Use small steps to help you to change direction.

To jump and land safely it is important to:

- Bend your knees to jump and land.
- Look straight ahead and keep your chest up.

When moving, there are many different ways to travel. These can be fast/slow, high/low, narrow/wide

Children to explore jumping and hopping through a variety of games where they develop on swinging their arms when they jump, bending their knees when they land and keeping their head still and looking ahead.



When jumping and landing, bend your knees and put your heels on the floor to help you to stay balanced when you land. Swing your arms to help you to jump further.

It is important to look where you are jumping. Your arms can allow you to jump higher and further.



Exploring the running technique. Children will run on the spot and from point to point. Can they run feeling relaxed (jogging), for time and for speed?

When running, run on the balls of your feet.

Swing your arms (opposite to leg) to help you run faster.



When dodging, push off into a new position and turn your body to face a new direction.

When being chased by another child, think about how you can quickly dodge into a new position using your feet to spring into a new direction. Children to use arms to help.

You need to move your feet to change direction. You need to push off on your feet to change direction and to keep balance.

It is important to think about which direction to safely move into.