

Year 1 Curriculum HT3



PSHE
Dreams and Goals

Commando Joe

Mission focus:
Protect endangered animals and know a home is where you feel safe!

Personal Development

Wider Curriculum Clubs Available

Sports, Archery, Music, Games, Commando Joe, Dodgeball, Cookery, Art, Clay Creators, WFA Football.

Trips and Visits

Ferris Wheel
Workshop

No Outsiders

Max the Champion!

E-safety
Managing online information

English

**Inspirational
Texts**



Genres for writing:

Narrative
Letters
Recount

Non-chronological report
Instructions
Explanation
List/Interview

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

- Articulating and writing sentences
- Identify when words are missing in a sentence and correct them
- Orally recounting past events using the past tense.
- Using adjectives to form a noun phrase.
- Using capital letters and full stops correctly.
- Join words and clauses using 'and'
- Writing the days of the week with a capital letter.
- Use capital letters for proper nouns
- Begin to use ? !

Poetry

The poem Year 1 are studying and learning to recite this half term is 'On the Ning Nang Nong by Spike Milligan.

Maths

Week 1 - 3 : Numbers to 50
Count forwards and backwards to 50

Identify and represent numbers

Solve one step problems involving addition and subtraction.

Recognise the place value of each digit

Compare and order numbers

Week 4 and 5 : Length and Height

Compare length and height and solve problems.

Week 6: Weight and Volume

Compare weight and volume and solve problems.

Mental Maths



Science

The Year 1 science topic this half term is materials

Every half term we will also learn about the different seasons.

Computing

Year 1 will learn how to use search engines and will continue their learning on programming using Scratch and introducing Lego WeDo.

Phonics

Children will learn the following alternate sounds:

c(e), c(i), c(y), sc, stl. se
g(e), g(i), g(y), dge
le, mb, kn, gn, wr
ch, s, ss, tion, sion, cia
tch

History

This half term the children will complete a short study on Queen Victoria and the changes she made in Britain. They will also look at the current royal family.

DT

Year 1 will be making Ferris wheels over the course of the term.

They will look at Ferris Wheels and design them, practice skills such as sawing and then make their model.

RE

Was it always easy for Jesus to show friendship?

Art

Specialist
Teacher

Year 1 will use charcoal and ink to draw different lines and create drawings of fairground rides.

They will develop these images into collages using textured materials.

PE

The children will be doing gymnastics and fundamentals this half term.



Knowledge Jigsaw

Year 1 History HT3



What we already know

We know that things happened in the past. We have looked at the difference between past and present and know that things happen in chronological order.

We know that L.S was a painter in the industrial revolution.

We know what life was like for children in the industrial revolution.



The Royal Family

A king or queen is a ruler.



They used to make the laws and had a say over how a country was run.

The British Royal family don't make laws but represent the United Kingdom in other countries.

The Queen was called Queen Elizabeth.
The United Kingdom now has a King.

The Queen had 3 sons and King Charles is King because he is the eldest.
Know how to use information to find out about the Royal Family.

The queen was born before her children and has now passed away.
Charles is now King because he is the eldest son.

Queen Victoria

Queen Victoria was a very important queen.

She was queen from 1837-1901.

She was queen for 63 years.

When she was queen it was called the Victorian Era.

When Queen Victoria became Queen it started the Victorian era.



Queen Victoria as a Ruler

She spoke English, German and Hindustani.

She ruled over Australia, New Zealand, Canada, South Africa and India.

She wanted democracy for her people.

Queen Victoria made changes to Britain.



Life for a child in Victorian Britain

Poor children:

- Didn't have good food to eat.
- Worked long hours.
- Didn't go to school.
- Lived in damp, filthy conditions.
- Had lots of illness and diseases.

Rich children:

- Ate good food.
- Were clean and wore nice clothes.
- Didn't go to work.
- Went on holidays.
- Had toys.
- Went to school.
- Girls were educated at

Children who were rich had better lives and children that were poor didn't go to school but worked. Rich children were looked after better and learnt to read and write.



Life in the Victorian Era

Laws were made so all children could go to school.

In 1837 most people lived in villages and worked on the land. By 1901 most people lived in towns and worked in offices, shops and factories.

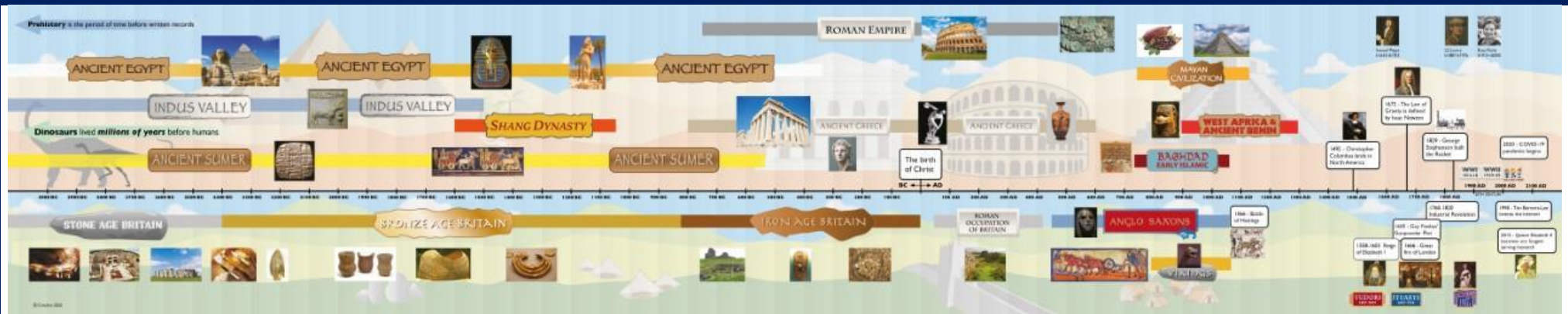
Queen Victoria increased the wages for the working class people.
Increased railways meant people could travel more.
Seaside holidays became popular.



People worked in farms then factories.

People used carriages then trains.

It was hard to travel but trains made it easier and quicker.



Knowledge Jigsaw

Year 1 Computing HT3



What we already know

How to take a picture using the camera function on the iPad.

How to create a basic PicCollage.

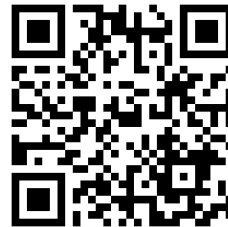
How to program a BeeBot to move.



Information Literacy

I know that to scan a QR Code I need to:

- open the camera app
- scan the QR code
- click on the tab at the top once it has been scanned



E-safety

The internet can be used to find things out. I can use digital technologies to find information such as search engines (safari/google) and voice activated search (Alexa).

Information Literacy & E-Safeguarding

To understand that a search engine is used to search for information and research.

I can type into the search bar to find out information or search for images.

I know that if I see something I do not like, I need to tell an adult.

Information Literacy & Media

I can use the image search bar on Kiddle to find images.

Media

Using the app PicCollage. I can:

- insert an image
- resize an image
- move an image
- insert text
- change the colour of text
- change the style of text and edit the background

E Safety

We can encounter a range of things online including things we like and don't like. We can encounter things online which are real or make believe / a joke. If we encounter something we do not like, we should tell a trusted adult.

Computer Science

I can use different functions on Scratch Junior.

An algorithm is a set of instructions.

Scratch Jnr is a programme used for programming.

Instructions need to be clear and precise.



Computer Science

Using my knowledge of algorithms and Scratch Jnr, I can create an algorithm to control my LEGO model.

My algorithm makes my LEGO model spin around in a circle.





What we already know

We looked at making something out of wood. We used lollipop sticks, cardboard and tissue paper. We know that these all come from wood.

Everyday Materials

We know and can name materials made from:



We know that we can sort materials

Uses of everyday materials

By **observing and looking closely**, we can explain what these everyday materials are used for and give examples:

Wood—pencils, benches



Plastic—school trays, lunchbox



Glass—windows, drinking glasses



Metal—scissors, knife and fork



Where do everyday materials come from?

- **Wood** is a natural material that comes from trees, it **absorbs water**, **it is opaque**, **hard and dull**.
- **Plastic** is human made, **waterproof**, transparent, opaque, **hard and dull**.
- **Glass** is human made, **waterproof**, transparent, **hard and shiny**.
- **Metal** is human made, **waterproof**, opaque and shiny.

I know that pattern seeking is when I carry out simple tests or observe closely.

Features of everyday materials

We can identify the features of everyday materials (wood, plastic, glass, metal), for example waterproof, absorbent, transparent, opaque, hard, soft, shiny and dull.

Waterproof—something that repels liquid and does not absorb liquid.

Absorbent—something that soaks in liquid.

Transparent—something that you can see through.

Opaque—something that you cannot see through.

Hard—something that is solid and does not easily break.

Soft—something that can bend and move without breaking.

Shiny—something that reflects light.

Dull—something that does not reflect light

Winter

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.**





Design brief

To design, make and evaluate a fairground ride for a Lego person to use

What I already know

We know what a fairground is.
 We know that fairgrounds contain a variety of rides.
 Different materials have different purposes.
 Design means to gather ideas through drawing and sharing our experiences.
 I must always be careful when using tools and equipment.
 To evaluate means to talk about whether things went well or not.

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

It is important to think about and choose which materials would be the best to make your product.
 An adult must always help me when using a glue gun to help to keep me safe.
 There are different ways to join materials together including: hot or cold glue, tape, clips and tac.
 Structures must be secure so that they are safe.

Evaluate

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.

Key vocabulary, tools and equipment

glue gun	
junior hacksaw	
clamp	
engineer	A person who designs and makes structures. These people also make sure the structures are safe.
structure	A building or an object made of different parts.
join	To connect things together
secure	To make sure that something does not move or become loose.
purpose	The reason or the point of something.



Our Discovery Question:

Was it always easy for Jesus to show friendship?

Knowledge

Christians believe that Jesus is a friend to them.

The bible tells Christians how Jesus showed friendship through its stories.

In 'Story of Zacchaeus' Jesus shows friendship to someone who was isolated and unpopular.

In 'Stilling the Storm' Jesus took care of his friends during a dangerous time.

In 'Mary, Martha and Lazarus' Jesus spent time with his friends at their homes.

Christians believe that Jesus taught them they must always try to show friendship even when it is difficult as that is what God wants them to do.

Personal Reflection

I can describe what makes a good friend and think about when it is easy and difficult to show friendship to others.

I can reflect on the Christian belief that Jesus is a friend to them.

I can explore how Jesus is shown to be a good friend and how Jesus may have found it difficult to always be a good friend.

Knowledge Jigsaw

Year 1 PSHE HT3



What we already know

- A **challenge** means a target or goal to that can be difficult to reach but with hard work is achievable
- Know to keep trying and to not give up when facing a challenge
- A **goal** is something a person wants to achieve and will try their hardest to reach it.
- Know that a challenge can take time and practice
- Know that kind words can encourage others to achieve their own goals and challenges



My Treasure Chest of Success



- An achievement is a thing done successfully **with effort**
- Success means **something that has gone well**
- Know what is needed to achieve a goal

Steps to Goals

- A goal is something a person has ambitions to achieve.
- We learn by listening, watching or doing. Sometimes, we use a mix of all three.
- **To achieve a goal, you must practice, be patient and use small successful steps**



Achieving Together

- Teamwork means **working together to achieve a goal**
- Know how to work well as a team: **communicating, sharing, listening to each other's ideas**
- Know that challenges can stretch learning
- Know you have a range of feelings during and after a challenge and this is OK



Overcoming Obstacles

- An obstacle is something that arises that you must **overcome**
- Know obstacles occur and can make it more difficult to achieve a new challenge
- Continue to show resilience even when obstacles arise



Celebrating My Success

- An achievement is a thing done successfully with **effort**
- Success means something that has gone well
- You will feel proud when you achieve a challenge



Knowledge Jigsaw

Year 1 Art HT3

What we already know

- Know how to hold an oil pastel, pen and other media in a pencil grip
- Know and understand what horizontal, vertical and diagonal lines are and how they can be used when drawing
- Know that whilst all artist's produce their own unique pieces of work they share common elements such as colour, shape and line.

When sketching fairground rides:

- Lines can be drawn horizontally, vertically or cross-hatched etc. to create texture.



A collage can be made by using pieces of paper, pictures, fabric and other materials. These are arranged carefully and stuck down onto a surface.

Children to understand a composition is how a piece of artwork is arranged.

We can use a collage by **Malevich Kazimir** to inspire our own shape collage work.



Know how to make their own fairground collages using their drawings, fairground paper and pictures and different shapes.

Know how to combine the pictures and shapes to make an effective composition.

We can use a collage by Eileen Agar called 'Fish Circus' to inspire our own fairground collages.

Know that different materials can be combined to create a collage.

Understand that texture is the way something feels to the touch.

Understand that a pattern is a repeated shape.

Children to understand that shapes can be overlapped.



Know how clay can be handled, rolled out and cut.

Explore how to change the surface of the clay by printing, using objects like nuts, bolts, screws and coils



Know how to make a clay tile of a fairground ride.

Know how to change the texture of the surface of the clay

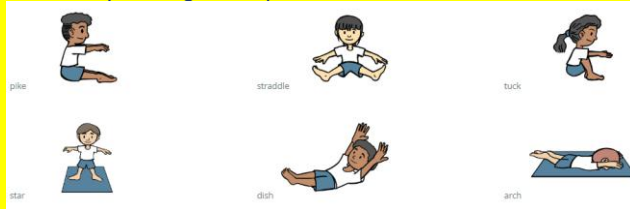
Know which tools can be used to scrape away clay or to add texture.





What we already know

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



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 have a start and finishing position in a sequence.

Rolls, jumps, balances and travelling can be included in a sequence.

Children can create their own sequence on the apparatus incorporating a balance, jump, roll and travelling action.



It is important to maintain concentration and control when balancing, travelling, jumping and rolling. Each balance needs to be held for 5 seconds.

Continue to develop safe movements in gymnastics.

Rolling– When rolling you need a start and finish position.

Travelling - When travelling you can change height, speed and direction.

Balancing –You can balance using a range of body parts for 5 seconds.

Jumping – Knees bent, look forwards, chest out, control.

It is important to communicate when travelling with a partner.

You need to maintain tension and position when rolling, jumping, travelling and balancing.

It is important to move smoothly between balances, shapes and jumps.

Warm up and cool downs are important for getting the heart beating faster so oxygen can flow to the muscles.

It is important to stretch your muscles before and at the end of gymnastics.

It is important to move smoothly between balances, shapes and jumps.

Children are able to combine movements into a sequence.

E.g.

1. Perform a roll on the floor with a start and finish
2. Balances on a bench or piece of apparatus
3. Travel along a bench or apparatus
4. Perform a jump off with a start and finish position

Knowledge Jigsaw

Year 1 PE HT2 (Fundamentals)



What we already know

When jumping and hopping swinging your arms, bend your knees when they land and keep head still and looking ahead.

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

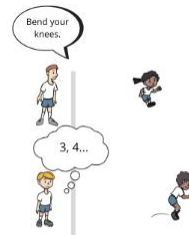
Bend your knees when jumping and landing.

Always bend your knees when landing and use your arms to balance as this will prevent injury.

You need to land on the balls of your feet to stay balanced.

You need to move from one foot to the other with soft bent knees.

You need to swing your arms to propel forwards.



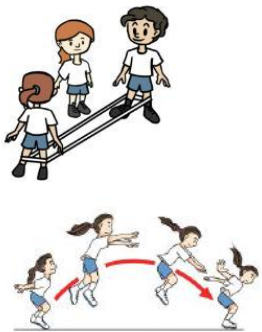
Using good coordination can allow you to combine jumps.

When jumping you need to bend knees to jump and land, use a count to help keep control (1, 2, 3, 4 and keep body upright).

Children can work in groups to develop their jumping. This enables them to say what their peers have done well and what they can do better.

How can you jump/hop/skip further and higher?

Using your arms and legs is important for jumping for height and distance.



Children are able to develop jumping hopping and skipping on the spot, forwards and backwards.

It's important to keep your body upright and to remember a rhythm jump – bend – jump –bend.

Once you land, make sure you are balanced and in control before moving into your next jump/movement.



When skipping with a rope, stand tall, turn the rope first then jump

When jumping and skipping they need to keep their body upright, lift rope over their head to their feet, turn the rope from the wrists

- Ready: The rope is held in both hands at waist height.
- Steady: The rope is behind their heels.
- Skip: They raise the rope over their head towards their feet and jump.

