



# Year 1 Curriculum HT4

**PSHE**  
Healthy Me

**Commando Joe**  
Mission focus:  
Teamwork  
Empathy  
Positivity

## Personal Development

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

## Trips and Visits

LEGO Workshop  
Visit to St. John's  
Church, Lindow

## No Outsiders

That's not how  
you do it!

**E-safety**  
Managing Online Information

## English

### Inspirational Texts



Genres for writing:  
Narrative  
Letters  
Recount  
Non-chronological report  
Instructions  
Explanations

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.
- Begin to use ? !

### Poetry

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

## Maths

### Week 1 - 3

Multiplication & Division  
Count read and write numbers to 100 in numerals.

Count in 2s, 5s and 10s.

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Week 4-5

Halves & Quarters

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### MA3: Partitioning

$$23 - 8 = 15$$



### MS6: Number Facts

$$19 - 9 = 10$$

$$9 + 10 = 19$$

## Science

The Year 1 science topic this half term continues to be Materials. They will look at the properties of materials and group them according to their properties.

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

## DT

This half term the children will be making a model Ferris Wheel. They will use joining techniques and learn how to use a junior hacksaw safely.

## Music

Year 1 will be performing, composing and appraising with percussion instruments.



## Computing

Year 1 will be learning how to use LEGO WeDo to build and programme fairground rides. They will also take part in a LEGO Workshop towards the end of the half term.

## PE

The children will be learning to play target games and develop striking and fielding skills.



## Phonics

Children will revise Phase 5 sounds:

wh, ph  
ay, ai, a-e, ey, eigh  
ea, e-e, ey, y  
ie, i-e, y, i  
ow, o-e, o/oe  
ew, ue, u-e  
u, oul

They will read real and alien words to prepare them for the Phonics Screening Check in June.

## RE

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?



# Knowledge Jigsaw

## Year 1 Computing HT4



### What we already know

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

How to create a basic PicCollage.

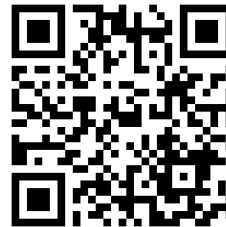
How to program a BeeBot to move.



### 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



### Online 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 & Online Safety

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

### Online 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:



### Uses of everyday materials

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.

### Scientific Enquiry

We can sort objects into the different materials they are made from. E.g. wood, glass, metal and plastic.

To observe, you look closely.

Pattern seeking is when you carry out simple tests or observe closely.

You can answer questions using knowledge from what you have observed about materials.

### Definitions of the features of everyday materials

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.

# Knowledge Jigsaw

## Year 1 Design and Technology HT4



### 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.

#### 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.

#### 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.



Our Discovery Question

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Knowledge

Jesus is special to Christians because they believe he is the son of God.

On Palm Sunday, Jesus rode into Jerusalem. He was welcomed as a King because people had heard about all the good things that he had done, including healing people and performing other miracles. They believed that he would be the 'Messiah' and save them from Roman occupation.

The main events of Easter are:

- Palm Sunday: Jesus rode into Jerusalem on a donkey.
- Maundy Thursday: Jesus and his disciples had bread and wine at the Last Supper. Jesus was arrested.
- Good Friday: Jesus was crucified.
- Easter Sunday: Jesus rises from the dead.

Personal Reflection

I can reflect on what makes someone special and how that can change how they are treated.

I can discuss how I would feel if I were greeted in the same way as Jesus and how this might have made Jesus feel. Did he enjoy it or would he have preferred a quieter entrance?

I can think about how I would welcome Jesus or someone I admire today.



### What we already know

- I understand that I need to exercise to keep my body healthy.
- I understand how moving and resting are good for my body.
- I know which foods are healthy and not so healthy and can make healthy eating choices.
- I know how to help myself go to sleep and understand why sleep is good for me.
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.
- I know how to stay safe if a stranger approaches me.



### Being Healthy

- Healthy means keeping the body physically fit, eating a balanced diet, getting enough sleep, keeping clean and drinking enough water.
- Unhealthy means not keeping the body physically and mentally fit by not eating or exercising correctly or regularly.
- Balanced diet means having varied types of foods.

### Healthy Choices

- Know how to make healthy lifestyle choices.
- Making healthy choices makes you feel happy and energetic.



### Clean and Healthy

- Hygiene means keeping yourself clean and preventing diseases and colds.
- Personal hygiene is important to keep the body healthy.
- If you do not keep yourself clean, it can make you ill.
- Some products we use to clean ourselves can contain ingredients which can make us ill if not used properly.



### Medicine Safety

- Eating healthy food, drinking lots of fluids and taking some medicines can help us feel better.
- Parents or carers should administer medicine when children are poorly.
- Sleeping and having plenty of rest will help you recover quickly.
- Medicines contain instructions so that they are taken safely.

### Road Safety

- Green cross code is a way to help you cross the road.
- The Green cross code steps are:
  - Think first
  - Stop
  - Use your eyes and ears
  - Wait until it's safe to cross
  - Look and listen
  - Arrive safely
- Know when it is safe to cross the road.

### Rights of a child



Article 3



Article 6



Article 24



### What we already know

We can recognise and understand the difference between loud and quiet in music.

We can recognise fast and slow tempo and high and low-pitched sounds.

We can perform in time to a beat.

We can listen and respond to different moods in music.

We can use our voices expressively when performing songs, rhymes and chants.

We understand that symbols can represent different sounds in music.

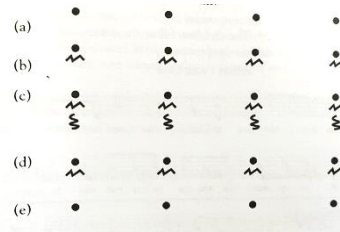
We can follow and perform from pictorial symbols.

### Performing, Composing, Listening and Appraising

Compose and perform a sound picture based around the theme of building.

Create graphic symbols to record sound effects.

Critically appraise the class composition.



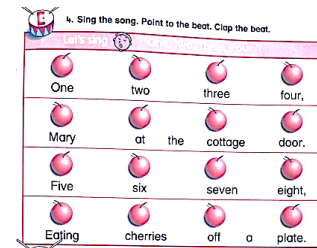
### Performing and Composing

Recognise and perform a regular beat from pictorial symbols.

Develop a sense of pitch.

Begin to distinguish between rhythm and pulse.

Improvise new answers to a two-note pattern creating a singing conversation.

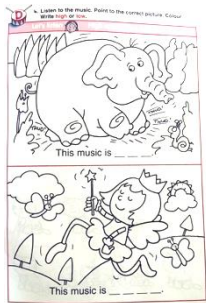


### Performing, Listening and Appraising

Learn *The Kitten Climbed the Steps* recognising low and high pitch showing the changes with movement.

Perform a simple two-note song developing a sense of pitch and recognising and performing a regular beat.

Respond imaginatively to music through movement.



### Performing, Composing, Listening and Appraising

Recognise and perform simple rhythm patterns from pictorial symbols and play a call and response game in groups.

Compose crotchet and quaver rhythm patterns.



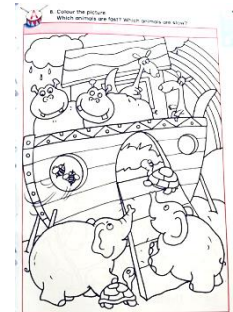
### Performing, Listening and Appraising

Use sound effects to accompany *Hickory Dickory Doc.k*

Learn *Who Built the Ark?* adding vocal sounds, actions and a percussion accompaniment.

Develop a sense of texture and dynamics in music.

Listen and appraise performances.



# Knowledge Jigsaw

## Year 1 Striking and Fielding HT 4



### What we already know

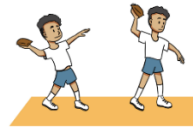
When wanting to stop a ball with your hands, keep your eyes on the ball, move your feet to the ball and use wide fingers to grip the ball

Some sports require a team to kick a ball towards a target or a goal in order to score points/goals.

When wanting to catch the ball you need to look at the ball as it is coming towards you, put your arms out and try to bring it in towards your body with your hands.

**Underarm throw:** hold the beanbag/ball in one hand, just like when rolling the ball, we use a straight arm to swing the beanbag/ball back and then forwards. Step with the opposite foot to throwing hand. Finish with your hand pointing at your target.

**Overarm Throw:** step forwards with your opposite foot to throwing hand. Step forwards with the opposite foot to your throwing arm. Have your throwing elbow in line with your shoulder. Point your hand towards your target.



**Catching:** begin in the ready position, feet shoulder width apart and knees bent. Look at the beanbag/ball. Move your feet to get in line with the beanbag. Meet the beanbag with hands out ready to catch, bring it in to your body.

To strike the ball well you need to strike it using the centre of your hand or racket.

You need to watch the ball as it is coming towards you.

Using a hand: Stand slightly sideways on to your partner. Watch the ball as it is coming towards you. Strike with an open, firm hand, strike the ball moving your hand away from you.

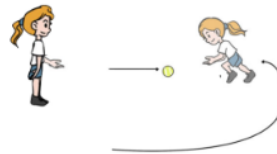


Using a racket: Stand sideways on to your partner. Watch the ball and let it bounce once. Strike the ball using the centre of the racket. Hold the racket towards the bottom of the handle.



When fielding it is important to get in front of the ball and to use two hands to collect the ball

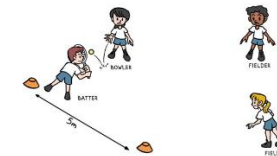
To collect the ball quickly a fielder can run to overtake the ball, turn to face the ball, crouch down and scoop the ball with two hands.



When batting, bat away from the fielders.

When fielding, retrieve the ball and send it to the bowler.

Always aim the ball into space when batting and try to get the ball as quickly as you can back to the bowler.





# Knowledge Jigsaw

## Year 1 Target Games HT4



### What we already know

Underarm throw

Overarm Throw

Catching: when wanting to stop or catch the ball, you need to track it with your eyes and move your body towards it.

Throwing underarm can allow for better aim and accuracy. It is important to have a firm grip of an object

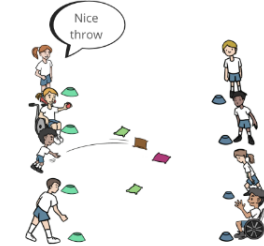
.When throwing, keep your eyes on the target.  
Opposite hand to point at the target.

Stand with your legs split, opposite leg to throwing arm forwards.

Stand with your legs apart, opposite leg to throwing arm forwards. Throw with your writing hand. Keep your eyes on the target. Release the object when fingertips are pointing at your target.

It is important to think about where to throw an object when aiming at a target.

Encourage and coach each other to do better through positive language



Throwing underarm is better for accuracy and overarm is better for distance.

Overarm throwing:

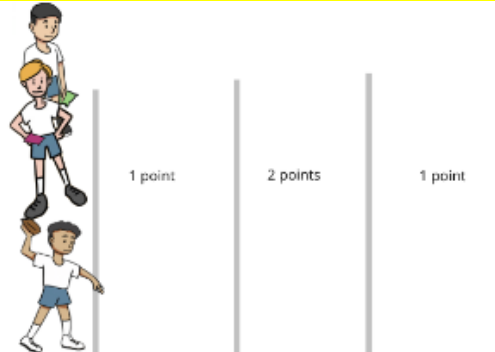
Stand with your legs apart one in front of the other. Lift your throwing arm back high with your elbow in line with your shoulder. Release the beanbag with your hand pointing at your target.

Underarm throwing:

Stand with your legs apart one in front of the other. Swing your arm back to front and release the beanbag with your hand pointing at your target.

When playing in a game, players can decide to throw a short throw (underarm) or a long throw (overarm). It is important to make a choice when deciding which technique to use.

Depending on the distance you want an object to go, you can select either an underarm or overarm throw.



When throwing you can change your technique for the situation.

Scoring can be used to record successes and to play competitively.

