

# Year 1

## Curriculum

## Overview



### Term 2 (1st half)

### Year 1 Team

1C—Mrs Roberts and Miss Kadie

1P— Miss Kayla and Miss Junnett

1H— Miss McCarthy and Miss Donna

This half term's theme:

*Up The Beanstalk*

This term we will be using the familiar story Jack and the Beanstalk to explore adjectives and nouns. We will also be looking at parts of the story from the different characters' point of view and express our opinions about different events in the story. In Maths we will be adding by counting on to twenty, making number bonds to twenty, doubling numbers and then working on subtracting. As we continue to explore plants and trees in our local surroundings, we will complete learning walks to observe and identify the plants and trees within our school grounds. The children will also learn the parts of a plant and be able to label each part.

# Welcome to Year One

*This curriculum booklet will give you information about what we are learning in this part of the term for each subject. Under each subject the objectives will be written for what is being taught.*

*In Reading, Writing and Maths some objectives will be covered over more than one session.*

## **Writing:**

The objectives to be covered:

I can write letters on the line.  
I can form letters correctly.  
I can use finger spaces between words.  
I can use capital letters at the start of a sentence.  
I can use an adjective to describe a noun.  
I can use phonics to spell out words.  
I can read back writing to check that it makes sense.  
I can name the features of a traditional tale.  
I can join 2 ideas to describe a character.  
I can think from the perspectives of different characters.  
I can express my opinion about events and themes in Jack and the Beanstalk.  
I can plan a story using a story mountain.  
I can write the beginning of a traditional tale, introducing the characters and the setting.  
I can write the middle of a traditional tale.  
I can write the end of a traditional tale.  
I can name some features of a recount.  
I can answer questions about a trip and add descriptive language.  
I can sequence events of a trip and add in fronted adverbials of time.  
I can write part of a recount.  
I can write a recount.

## **Reading:**

The objectives to be covered:

I can read aloud accurately books that are within my level.  
I can re-read these books to build up my fluency and confidence in word reading.  
I can read words containing taught phonics sounds/GPCs.  
I can read tricky words.  
I can discuss word meanings and use synonyms to help me give a definition.  
I can participate in discussions about what is read to me.  
I can take turns and listening to what others say.  
I can predict events in a story using the title and front cover.  
I can sequence events in a story for a retelling.  
I can help to create a class cartoon strip sequencing the events in Little Red Riding Hood.  
I can discuss the traits, feelings and actions of a character.  
I can discuss how the setting affects the story and its characters.  
I can discuss story events using a cause and effect map.  
I can discuss the emotions a character is experiencing in different parts of a story.  
I can understand and use new vocabulary from a story.  
I can discuss and sequence events in a story in the correct order.  
I can create an alternate ending to a story and discuss with a partner.  
I can compare and contrast two different stories.

## **Maths:**

The objectives to be covered:

I can understand 20.  
I can work out 1 more and 1 less.  
I can use the number line to 20.  
I can compare numbers to 20.  
I can add by counting on within 20.  
I can work out doubles.  
I can subtract by counting back.  
I can subtract to find the difference.  
I can work out related facts.  
I can solve missing number problems.

## **Science:**

The objectives to be covered:

I can observe what happens to day length in winter.  
I can identify plants near my school or home.  
I can name different parts of trees.  
I can identify and name different trees.  
I can compare deciduous and evergreen trees and name some examples of each.  
I can name the different parts of flowering plants.  
I can identify and name some common flowering plants.  
I can identify and name different wildflowers that grow from seeds.

**Social Studies, Geography and History:**

The objectives to be covered:

I can use globes, satellite images and geographical vocabulary to describe Earth.

I can understand that a map is a 2D model of the world and I know what continents and oceans are.

I can explain what an explorer is and how early explorers travelled.

I can describe how the early Polynesians sailed across the ocean.

I can describe the galleys of the early Mediterranean.

I can explain why the Chinese were such good navigators.

I can describe the journeys of Christopher Columbus and his impact on Cayman.

**RE:**

The objectives to be covered:

I can say what I celebrate and why.

I can say what happened at Easter.

I can say how Christians celebrate Easter.

I can say what matters most at Easter.

I can say why Jewish people tell the Passover story yearly.

I can say what Muslims celebrate at Id-ul-Fitr.

I can say how and why people celebrate special and holy times.

**PHSE:**

The objectives to be covered:

I can identify people who love and care for me and know how to show love and care.

I can identify common features of family life (love, support, kindness) and know who to speak to regarding family related issues or concerns.

I can learn and know ways to make friends and what makes a good friend.

I can know how to recognize if I or someone is feeling lonely and what to do.

I can learn and know what to do if a friendship is making me unhappy.

I can understand what bullying is and how it might make someone feel.

I can understand that hurtful behaviour (both physical and emotion) is not acceptable and know how to report it to a trusted adult.

I can respond safely to unfamiliar adults and strangers.

**Art/DT:**

The objectives to be covered:

I can recognise and describe some simple characteristics of different kinds of drawing.

I can show an interest in and describe what they think about the drawings of others.

I can recognise that ideas and emotions can be expressed through the medium of paint.

I can know how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures, including contemporary.

I can create my own pieces of art work through the medium of drawing and painting.

**Computing:**

The objectives to be covered:

To understand what an ebook is.

To be able to add animation to a story.

To explore voice recording.

To copying and paste pages.

To create an e-book.

**Music:**

The objectives to be covered:

To demonstrate an understanding of ways in which we use our voices.

To explore how we make different sounds with our bodies.

To explore ways to use instruments found at home.

To learn the difference between high and low sounds.

To learn about loud and quiet sounds and their musical names.

To explore the different instruments of the orchestra.

**Spanish:**

The objectives to be covered:

To learn and revise how to give a date.

To learn how to count up to 31.

To learn days of the week.

To learn songs using numbers, say the month and the alphabet.

**Physical Education:**

The objectives to be covered:

To run at different speeds for long and short distances.

To throw a range of different types of equipment overhand for distance.

To jump from one foot for height and distance i.e. high and long jump.

**Planned Trips and Events:**

Tuesday 14th September - Clubs begin

Vigoro Nursery Visit—TBC

PE Days—Tuesdays and Fridays


**Book Change Day** — **Thursdays** — Pupils need to bring their book bags in every day

# Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

In Phase 5 Sounds, new digraphs and split digraphs are taught alongside reinforcing and reviewing Phases 2, 3 and 4 Sounds. Phase 5 is continued throughout the remainder of Year 1 and Term One of Year 2. Pupils will learn alternative pronunciations for familiar digraphs.

<p>qu</p>  <p>queen</p>	<p>sh</p>  <p>ship</p>	<p>ch</p>  <p>cheetah</p>	<p>th</p>  <p>thumb</p>	<p>th</p>  <p>thin</p>
<p>oa</p>  <p>goat</p>	<p>ar</p>  <p>star</p>	<p>or</p>  <p>fork</p>	<p>ur</p>  <p>burger</p>	<p>ow</p>  <p>owl</p>
<p>oi</p>  <p>coin</p>	<p>Ear</p>  <p>hear</p>	<p>air</p>  <p>chair</p>	<p>oo</p>  <p>moon</p>	<p>oo</p>  <p>book</p>
<p>er</p>  <p>ladder</p>	<p>ng</p>  <p>string</p>	<p>nk</p>  <p>sink</p>	<p>igh</p>  <p>light</p>	<p>ai</p>  <p>rain</p>
<p>ee</p>  <p>sheep</p>				