

Year 1

Curriculum

Overview



Term 2 (2nd 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:

Sticks, Bricks and Straws

The children will be exploring different materials as they delve deeper into the story of The Three Little Pigs. We will look at the properties of materials and experiment with different materials to find which ones are best suited for different purposes. We will compare various lengths, heights, masses and volumes, trying to determine which are greater or smaller. The children will learn more about story settings and characters, looking at different characters' perspectives and suggest changes to stories that they read.

Welcome to Year 1

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 listen to and discuss a traditional tale.
- I can name some features of a traditional tale.
- I can imagine that I am a character in the story.
- I can sequence a story and use it to retell.
- I can write a part of a story.
- I can write the end of a story.
- I can talk about the characters and plot in the story 'Ada Twist Scientist' to make a prediction.
- I can write descriptive sentences about the main character of a story.
- I can write a descriptive sentence to describe my appearance and personality.
- I can describe how a character is feeling at different points in the story.
- I can use a character's experience to consider what aspiration means and write about my future.
- I can use my imagination to write an ending to a story.
- I can use a picture as my inspiration for my writing.
- I can write using adjectives to describe.

Reading:

The objectives to be covered:

- 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 The Gingerbread Man.
- I can help to create a class cartoon strip sequencing the events in The Three Billy Goats Gruff.
- I can discuss the traits, feelings and actions of a character.
- I can explore the setting of the story using my senses.
- I can work together to complete a cause-and-effect chart about a story.
- I can identify the emotions a character is feeling at different points in the story.
- I can discuss the meanings of new vocabulary words from the story.
- I can sequence pictures of the main events in order on a story mountain.
- I can work with a partner to change the ending to an existing story.
- I can compare and contrast two similar stories – saying what is the same and what is different.
- I can evaluate what worked well and what could make it better.
- I can read words with contractions and match them to the correct word pair.
- I can name the letters of the alphabet in order.
- I can put words in ABC order.

Maths:

The objectives to be covered:

- I can compare heavier and lighter.
- I can measure mass.
- I can compare mass.
- I can compare full and empty.
- I can compare volume.
- I can continue to compare volume.
- I can count in 2s.
- I can count in 5s.
- I can count in 10s.
- I can recognise equal groups.
- I can add equal groups.
- I can make arrays.
- I can review term concepts with Easter themed work.

Science:

The objectives to be covered:

- I can name different objects and the materials they are made from.
- I can name and group different materials that can be recycled.
- I can describe simple properties of everyday materials.
- I can plan and do an investigation to find out about waterproof materials.
- I can find out about how famous scientists investigate waterproof materials.
- I can plan and do an investigation to find out about transparent and opaque materials.
- I can name transparent and opaque materials and talk about how they are useful.

Social Studies, Geography and History:

The objectives to be covered:

I can learn about and recognise the Wild Banana Orchid.
I can discuss houses in Cayman then and now, identifying similarities and differences.
I can begin to recognise and discuss Cayman national plants.
I can recognise and discuss the significance of the Silver Thatch Palm.
I can discuss Cayman money; dollars and cents.

RE:

The objectives to be covered:

I can say which place of worship is sacred for Christians.
I can say which place of worship is sacred for Jewish people.
I can say which place of worship is sacred for Muslims.
I can say how places of worship are similar and different.
I can say where I feel safe.
I can say how music sometimes helps believers in worship.

PHSE:

The objectives to be covered:

I can recognise how to respond if physical contact makes them feel unsafe and who to speak to.
I can understand the importance of not keeping adults' secrets (only happy surprises).
I can know the difference between kind and unkind behaviour and how it affects others.
I can know how to treat themselves and others with respect and politeness.
I can understand their similarities and differences to other people.

Art/DT:

The objectives to be covered:

I can understand how to make different colours by mixing different amounts
I can make different shades of a colour to depict water
I can create textured papers to make a collage.
I can plan and prepare for a collaborative artwork.
I can create a range of patterns and marks using drawing tools
I can use a range of drawing tools in different ways to make marks.

Computing:

The objectives to be covered:

To sort items using a range of criteria.
To understand different ways data can be represented.
To be able to create pictograms and bar charts.
To follow and create simple instructions on the computer.

Music:

The objectives to be covered:

To develop listening and analysis skills by responding from a selection of excerpts
Building on previous skills to increase note values
Create rhythmical scores using a selection of basic note values

Spanish:

The objectives to be covered:

To identify and name common body parts.
To respond to simple instructions given in Spanish
To sing body and face songs
To be able to choose correct action listening to instruction phrases

Physical Education:

The objectives to be covered:

To throw and catch with different equipment- alone and with a partner.
To aim at different targets with a partner, in aiming games.
To perform dance moves with control on high and low levels.
To be able to choose appropriate dance actions and phrases to convey the meaning of a story.

Planned Trips and Events:

March/April—Elmslie Church—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.

wh  whale	ph  dolphin	ay  today	a_e  snake	ea  read	e_e  delete	ey  monkey	ie  tie	i_e  slide
o_e  bone	oe  toe	ew  screw	ue  glue	u_e  cube	u  unicorn	aw  paw	au  sauce	ir  bird
oy  boy	i  mind	g  gold	g  giant	c  circle	ch  school	ch  chef	ou  could	ou  shoulder