

Class 1 - Curriculum Overview

SPRING 2 TERM - 2017

Theme - HOUSES AND HOMES....

Week Beg	1 27 th Feb	2 6 th Mar	3 13 th Mar	4 20 th Mar	5 27 th Mar	6 3 rd April
Lit Focus English Steps	<u>NON-FICTION - Instruction writing</u> <u>Hansel and Gretal</u> Instructions for making a food house Why it won't be a good house - link to properties of materials science		<u>NON - FICTION</u> CASTLES Information about Castles Pictures and caption writing Leaflet making about castles		<u>FICTION</u> CASTLES Traditional tales - Jack and the Beanstalk Character descriptions Changing the story Writing own story	
	<u>ROLE-PLAY AREA - CASTLE</u> Other books to read at story time or have around the classroom in areas: Rapunzel/ The House that Jack Built / Information books about Houses and Homes / materials / the senses Also cover the Easter story in RE work in week 6					
Maths FOCUS MATHS STEPS	Multiplication	Division	Fractions	Word problems	Word problems	Maths linked to Easter

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History	<p>Objectives to be covered:</p> <ul style="list-style-type: none"> • I can place events and artefacts on a timeline. • I can order three artefacts or pictures from oldest to newest. • I can label a timeline with words - old, new, before, after and a long time ago. • I can talk about and describe how I have changed since I was born. • I can ask and answer questions about old and new objects. • I can use artefacts, pictures and books to identify old and new. • I can use artefacts, pictures and books to help me ask and answer questions about the past. • I suggest ideas about artefacts and how they were used. 					
	Magic Grandad - In a kitchen 120Years ago	Sorting old and new household objects	Recognising old household objects and what they were used for	Placing household objects on a timeline	Labelling parts of a castle	Easter activities
Music	<p>Charanga Music scheme with some Music express work and songs linked to theme - vocabulary including beat, rhythm, pitch, dynamics, staccato, legato, chorus, verse,</p>					
ICT	<p>Word Processing skills Year 1</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to type a simple sentence.</p> <ul style="list-style-type: none"> • I can type on a keyboard. • I can type symbols and save files. • I can edit text. • I can select and format text. <p style="text-align: center;"><u>FS - Technology</u></p> <ul style="list-style-type: none"> • completes a simple programme on the computer • able to use a programmable toy like a bee-bot 					

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Art + DT	<p style="text-align: right;">Objectives to be covered:</p> <p>To explore and develop ideas</p> <ul style="list-style-type: none">• Be able to respond to ideas and starting points• Be able to explore different methods and materials as ideas develop <p>Drawing</p> <ul style="list-style-type: none">• Be able to ask questions about a piece or pieces of art• Be able to draw lines of different sizes, shapes and thicknesses• Be able to colour neatly following lines <p>Painting</p> <ul style="list-style-type: none">• Be able to use thick and thin brushes• Be able to name and mix primary colours to make secondary• Be able to add white to make tints <p>Sculpture</p> <ul style="list-style-type: none">• Be able to use a combination of shapes• Be able to use rolled paper, straws, card and clay as materials• Be able to use techniques such a rolling, cutting, moulding and carving <p>To take inspiration from others</p> <ul style="list-style-type: none">• Be able to describe what they can see and give an opinion about the work of an artists, craft makers and designers• Be able to ask questions about a piece of art
RE	<p style="text-align: center;">EASTER</p> <p style="text-align: center;">Why we celebrate Easter / How Jesus was welcomed on Palm Sunday / The Easter Story /</p>

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DT	<p style="text-align: right;">Objectives to be covered:</p> <p>DESIGNING</p> <ul style="list-style-type: none">• Be able to make a simple plan before making a product• Be able to label a plan with materials used• Be able to explain to someone else how to make the product• Be able to design a product for an intended user <p>MAKING</p> <ul style="list-style-type: none">• Be able to cut materials using scissors• Be able to cut paper accurately using scissors• Be able to practise gluing materials to make and strengthen products• Be able to choose appropriate resources and tools• Be able to describe the properties of the materials used• Be able to make a structure• Be able to add finishing touches so it looks neat and tidy <p>CONSTRUCTION</p> <ul style="list-style-type: none">• Be able to use glue and other joining techniques to combine materials• Be able to cut and shape materials safely using tools provided• Be able to make a product using a hinge• Know how to make materials for a structure stronger by folding, joining or rolling• Be able to use materials and join them so they are strong <p>EVALUATING</p> <ul style="list-style-type: none">• Be able to explore objects and designs to identify likes and dislikes of the designs• Be able to explain what went well• Be able to explain what was difficult• Be able to suggest one improvement to make the product better giving a reason (...because...)
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PE	GAMES and GYMNASTICS
	<p>GAMES objectives to be covered:</p> <ul style="list-style-type: none">• Investigate basic skills, actions and ideas• Recall / repeat simple skills / actions showing basic control and co-ordination• Remember and repeat simple skills and actions showing increasing control and coordination• Begin to link skills and actions appropriately to the activity• Know that is important to be active• Describe how their body feels during an activity• Describe how body feels during different activities, using parts of the body to describe the effects <p>GYMNASTICS objectives to be covered:</p> <ul style="list-style-type: none">• I can travel with control in a variety of ways in a large area.• I can hold a shape showing good body tension.• I can link two methods of travel together.• I can use a starting and finishing position• I can copy basic rolls with some control & co-ordination• I can give feedback to help someone improve

Objectives and Curriculum to also be covered through ongoing provision areas.

Each area to have objectives listed, key questions, intended learning experiences and points to note.

For example,

Science Investigation - Looking at different materials, sorting materials, labelling properties etc.

Creative - Using a range of different materials and processes to communicate ideas and designs linked to theme.

Maths - A range of games and activities linked to the areas being taught within maths sessions - There will also be opportunities for both English and Maths through theme work - to be evidenced on displays and in children's journals and books

See Ongoing Provision Overview for further information and enhanced provision plans