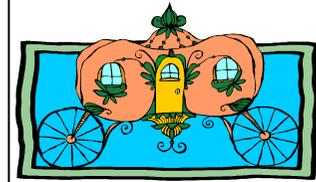




# Year One Curriculum Overview

## Spring 1- Traditional Tales, Victorian Times and Homes in the past.



### English



I can tell you what my favourite fairy tale is!  
I can identify the beginning, middle and end of a story and put it into the right order.  
I can retell a story using story language.  
I can describe characters in a story.  
I can write a story using complete sentences.  
I can read and spell some tricky words.  
I can use pictures, phonics, context and grammar to help me read.  
I can describe and order events.

### Science

I can classify animals into simple groups such as reptiles and mammals.  
I understand which features identify different animal groups.  
I understand what the terms herbivore, carnivore and omnivore mean.  
I understand how animal teeth are adapted to diet.

*Our topic for the first 4 weeks of the half term will be Traditional Tales followed by 2 weeks of learning about Victorian Times and Homes in the Past.*

### PSHE



I know we learn in different ways.  
I can tell you some of my strengths as a learner.  
I can set myself a goal when I have a problem.  
I can choose a realistic goal.  
I can recognise when I'm becoming bored or distracted.  
I know some ways to overcome boredom and frustration.

### Maths

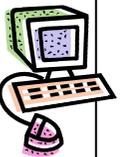


I can say and use number bonds to 10 and 20.  
I can compose number sentences using + and -.  
I can read, write and solve simple addition and subtraction problems.  
I can count up and back in steps of 2, 5 and 10 to 50 and beyond.  
I can group objects into sets of 2, 5 or 10.  
I can solve simple problems that involve grouping.  
I can recognise and name coins and notes.



### Computing

I can use the web safely to find ideas for an illustration.  
I can select and use appropriate painting tools to create and change images on the computer.  
I can understand how this use of ICT differs from using paint and paper.  
I can create an illustration for a particular purpose  
I know how to save, retrieve and change my work.  
I can reflect on my work and act on feedback received.



## Music



I can use my voice expressively by singing songs and speaking chants and rhymes.  
I can play tuned and untuned instruments musically.  
I can experiment with, create and select and combine sounds using the inter-related dimensions of music.

## Art

I can say what I think and feel about a portrait.  
I can experiment with paint and process.  
I can suggest ideas about how to represent myself.  
I can create a self-portrait.  
I can create a repeating pattern background.  
I can think about what I have done well I can improve my work.



## **DATES FOR YOUR DIARIES...**

**Tuesday 16th January**

An exciting visit from the Rainbow Theatre Company

**Visits to Preston Manor**

Otters Monday 29<sup>th</sup> Jan

Squirrels Wed 31<sup>st</sup> Jan

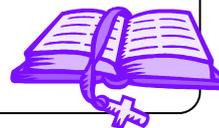
Hedgehogs Thursday 1<sup>st</sup> Feb

Badgers Fri 2<sup>nd</sup> Feb

More information to follow!

## RE

I know what makes a good story.  
I can tell you why a story is important to me.  
I understand that some stories have morals and meanings.  
I can re-tell some stories from the Bible that are important to Christians.  
I can re-tell a story from the Torah



## PE



I can throw and catch using a range of apparatus.  
I understand the concept of aiming games.  
I can change the rules to make the game harder.  
I can move actively and safely about the space when using equipment.  
I can turn, jump and travel in different ways and use gesture, shape and stillness.  
I can copy, repeat and remember simple dance phrases,  
I can create movement ideas in response to a story.  
I can observe others and myself dancing.

## History/Geography



I can recognise and name different types of homes.  
I can describe features of a house built a long time ago.  
I can recognise similarities and differences between Victorian and modern houses.  
I can describe the characteristics of Victorian household objects.  
I can use clues to infer the use of an object.

*Most children will achieve these outcomes by the end of the topic, some may go beyond, and others may be working towards them. We will ensure the curriculum is differentiated to meet the needs of all children.*