



HALF TERMLY CURRICULUM OVERVIEW Spring Term (2) 2021 Year Group - 1

Week	1	2	3	4	5	6
DATE	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21 4 days (end term Thursday 1 st April)
Events	23 rd Governors 6pm		Friday 12 th Tavistock Primary World Book Day		23 rd Governors 6pm	
Visits and Visitors					Thursday 25 th Garden Day	
English	Dress up as - making a Shield focusing on instructional and sequential writing including expanded noun phrases and prepositions.			What happened When...? by Delphine Chedrun Focus on capital letter, full stop, question mark. Creating questions and answering in imaginative ways. Link clauses use co-ordinating conjunctions and using expanded noun phrases.		
Books for Life	The bravest ever bear	The bravest ever bear	The bravest ever bear	The day the crayons quit	The day the crayons quit	The day the crayons quit
Phonics	Recap of and assessment of all graphemes taught so far and segmenting and blending skills.	air and ear CVCC / CVCC words (incl phase 5 graphemes) CEW words	Prefix –un CCVC / CVCC words (incl phase 5 graphemes) CEW words	oy and oi CCVCC words (incl phase 5 graphemes) CEW words	ew and ue CCVCC words (incl phase 5 graphemes) CEW	ou (shout) and ow (brown) CCVCC words (incl phase 5 graphemes) CEW
Maths	1.8 Number sense Capacity, volume, Measuring: mass / weight	1.9 Additive reasoning Number pairs to 20 Commutative property of addition Vocabulary of + / - Relationship of + /	1.9 Additive reasoning. +/- calculations + / - using money	1.10 Geometric reasoning. <i>recognise and name common 2-D and 3-D shapes, including:</i>	1.10 Geometric reasoning <i>recognise and name common 2-D and 3-D shapes, including:</i>	1.10 Geometric reasoning <i>describe position, direction and movement</i>

		-				
Science 2 sessions per week	Everyday materials Materials: Exploring, identifying and sorting focussing on properties.	Understanding how the material is different to the object.	Fair test identifying most appropriate material for given job.			
Design Technology	Investigate and exposure to a range of building and structures around the school. What are they made of/how are they constructed.	Technical knowledge and understanding. Arranging bricks or sticks for maximum strength. Experiment with different building/brick patterns	Technical knowledge and understanding. Explore grounding/foundation techniques learn how to join sheet materials and boxes with glue and masking tape.	Design Children to design a house for all the 3 little pigs to live in making explicit the technical knowledge they will be applying.	Build Children to select appropriate materials to complete their designs as planned.	Evaluate Children to reflect and evaluate their finished outcome – what was successful and what they might change (verbal).
History				Time period - Age of Exploration Event – 1492 America Person - Christopher Columbus	Time Period - Age of Exploration Event - Space Race	Time Period - Age of Exploration Event - Space Race Person – Neil Armstrong
Computing and Online Safety	Online Safety - Privacy Settings Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared.	Online Safety - Impact on quality of life, physical and mental health and relationships. Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including	Online safety – passwords and fake websites	We are learning about using Textease to create a simple spreadsheet. Creating a spreadsheet.	We are learning about using Textease to create a simple spreadsheet. Recording information on a spread sheet.	We are learning about using Textease to create a simple spreadsheet. Combining information on spread sheets.

		that there needs to be a balance between time spent on and offline.				
Music	Beat - Children to be exposed to a range of different music types and keep a steady beat whilst listening to them.	Rhythm – children to compare and contrast the beat and rhythm within familiar songs.	Introduction to notation. Children to respond to and create beat and rhythm patterns using symbols.	Development of notation – children to create notation to include a variety of percussion instruments.	Development of notation to include changes in volume. Children to demonstrate increase and decrease in volume through images.	Compose a piece to perform with a partner to include 2 or more instruments.
PE	Cricket and ball skills with visiting sports people.	Cricket and ball skills with visiting sports people.	Jasmine ball skills To explore and describe different movements. Moving the ball around my body with control.	Jasmine ball skills To select and link different movements. Adding movement for others to copy.	Jasmine ball skills To select and link different movements Adding movement to include a partner	Jasmine ball skills To begin to compare my skills with others. To reflect on and include movements observed on others within own sequence.
RE SfS – Understanding Yourself	Skills for Success To learn about the ceremony of Shabbat.	Learning to understand the festival of Sukkot. Share the story of Moses.	Learning to understand the festival of Hannukkah.	Learning to understand symbols and traditions in a Jewish home including a Shema prayer. (visit from Jewish family or possibly a zoom)	Learning to understand the significance of stories from the Jewish Bible	Learning to understand the symbols and traditions in a Jewish home including a Shema prayer.

Garden Days					Thursday 25 th March Team building, create a nonfiction animal sculpture, bug hunt and identification, tea and story.	
-------------	--	--	--	--	--	--