



## Year 1 Spring 1 Curriculum Overview

YEAR GROUP:	1	TERM:	Spring 1
<b>SCIENCE</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>COMPUTING</b>
<u>PLANTS</u> -To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -To identify and describe the basic structure of a variety of common flowering plants, including trees.	Taught in Spring 2	Lives of significant individuals in the past who have contributed to national and international achievements  Neil Armstrong/ Christopher Columbus	-To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -To create and debug simple programs. -To use logical reasoning to predict the behaviour of simple programs. -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. -To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  -To know why it is important for trusted adults to know what I am doing

			<p>online.</p> <ul style="list-style-type: none"> <li>-To tell you what my personal information is.</li> <li>-To use a program to create a simple document I can create an animated storybook including sound, animation and backgrounds.</li> <li>-To understand an algorithm is a simple set of instructions.</li> <li>-To know that an algorithm written for a computer to follow is called a program.</li> <li>-To know that correcting errors in an algorithm is called debugging.</li> </ul>
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>PRINTING</u></p> <ul style="list-style-type: none"> <li>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>-To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities</li> </ul>	<p>Taught in Spring 2</p>	<ul style="list-style-type: none"> <li>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-To play tuned and untuned instruments musically.</li> <li>-To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>-To experiment with, create, select and combine sounds</li> </ul>	<p><u>Yoga</u></p> <ul style="list-style-type: none"> <li>-To develop balance, agility and co-ordination.</li> <li>-To move confidently and safely in their own and general space.</li> <li>-To copy or create and link movement phrases with beginnings, middles and ends.</li> <li>-To perform movement phrases using a range of body actions and body parts.</li> </ul>

<p>between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> <li>- To make marks in print with a variety of objects, including natural and made objects.</li> <li>-To carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>-To make rubbings.</li> <li>-To build a repeating pattern and recognise pattern in the environment.</li> </ul>		<p>using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> <li>-To know how to carry and place equipment.</li> <li>-To recognise how their body feels when still and when exercising.</li> <li>-To watch, copy and describe what they and others have done.</li> </ul>
PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS (EMOTIONAL)</u> <u>KNOWING WHAT TO DO</u></p> <ul style="list-style-type: none"> <li>-To understand and explain the school's/classroom rules for and ways of keeping physically and emotionally safe.</li> <li>-To begin to identify some of my feelings and recognised some of the ways I express them.</li> <li>-To recognise how our feelings can influence our friendships.</li> <li>-To realise that my words and actions can affect other people.</li> <li>-To set simple but challenging goals for myself.</li> <li>-To distinguish between good and not so good feelings.</li> </ul>	<p>Jesus as a friend (Christianity)</p> <ul style="list-style-type: none"> <li>-To learn to identify when it is easy and difficult to show friendship.</li> <li>-To explore when Jesus may have found it difficult.</li> </ul>	<ul style="list-style-type: none"> <li>-To learn the names of farm and wild animals in Spanish.</li> <li>-To learn the names of the months of the year in Spanish.</li> <li>-To say the names of colours.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>-To develop balance, agility and co-ordination.</li> <li>- To identify and use simple gymnastics actions and shapes.</li> <li>-To apply basic strength to a range of gymnastics actions.</li> <li>-To begin to carry basic apparatus such as mats and benches.</li> <li>-To recognise like actions and link.</li> <li>-To perform a variety of basic gymnastics actions showing control.</li> <li>-To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> </ul>

<p>-To talk about change and loss and the associated feelings.</p> <p>-To explain how people look after me at home and at school.</p> <p>-To identify family members and friends and the roles that they play.</p> <p>-To know who I can talk to at home and at school if I am sad.</p> <p>-To know the difference between secrets and surprises.</p> <p>-To understand not to keep adults secrets.</p> <p>-To know when to say yes and no.</p>			<p><i>-To perform longer movement phases and link with confidence.</i></p>
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