



## Year 1 Spring 2 Curriculum Overview

YEAR GROUP:	1	TERM:	Spring 2
<b>SCIENCE</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>COMPUTING</b>
<u>ANIMALS INC HUMANS</u> -To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<u>GEOGRAPHICAL SKILLS</u> -To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  <u>HUMAN AND PHYSICAL GEOGRAPHY</u> -To use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Taught in Spring 1	-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.  <i>-To know why it is important for trusted adults to know what I am doing</i>

			<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
Taught in Spring 1	<p><b>Design a shelter for an animal</b></p> <ul style="list-style-type: none"> <li>-To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>-To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<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><b>Athletics</b></p> <ul style="list-style-type: none"> <li>-To master basic movements including running, jumping, throwing and catching.</li> <li>-To use varying speeds when running.</li> <li>-To explore footwork patterns.</li> <li>-To explore arm mobility.</li> <li>-To explore different methods of throwing.</li> <li>-To practise short distance running.</li> </ul>

	<ul style="list-style-type: none"> <li>-To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>-To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>-To explore and evaluate a range of existing products.</li> <li>-To evaluate their ideas and products against design criteria.</li> <li>-To build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p>using the inter-related dimensions of music.</p>	
PSHE	RE	MFL	PE
<p><u>HEALTH AND WELLBEING:</u> <u>KEEPING SAFE AND HEALTHY</u></p> <ul style="list-style-type: none"> <li>-To explain why it is important to keep clean.</li> <li>-To understand some basic hygiene routines.</li> <li>-To understand some areas in which I can look after myself e.g. dressing and undressing.</li> <li>-To understand the need for keeping my teeth clean.</li> <li>-To understand the need for rest and sleep.</li> </ul>	<p>Easter – Palm Sunday (Christianity)</p> <ul style="list-style-type: none"> <li>-To know that Jesus is special to Christians.</li> <li>-To understand how Jesus' welcome on Palm Sunday shows he is special.</li> </ul>	<ul style="list-style-type: none"> <li>-To say the numbers up 31 including positional language.</li> <li>-To listen to and say words in the story of Little Red Riding Hood in Spanish.</li> <li>-To match Spanish words and phrases to parts of the story.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-To perform dances using simple movement patterns.</li> <li>-To introduce choreography, phrasing, count and rhythm.</li> <li>-To develop a basic movement routine using speed, direction, and a travelling sequence.</li> <li>-To understand self in space.</li> <li>-To repeat in order of sequence.</li> </ul>

<p>-To say what things might be harmful at home. -To say what things can be harmful if not used properly. -To say where in school I feel safe. -To identify where in the locality I feel less safe and why. -To say where and when it is safe to cross the road.</p>			<p><i>-To learn simple travelling sequences in the space available.</i></p>
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