|  |  |  |  |
| --- | --- | --- | --- |
| How can I help?

|  |
| --- |
| * Listen to your child read their Read Write Inc Book and also a range of texts, including signs or posters.
* Practise reading the sound cards quickly (given to you in your phonics pack).
* Practise reading and spelling the Year 1 exception words (children call them ‘red words’). Try to write these words within a sentence.
* Practise counting forwards and backwards to 50, starting at different numbers.
* Practise writing numbers the correct way around.
* Help your child to practise number bonds to 10. Use the ‘White Rose 1 minute a day’ app to help with this.
* Go for a walk outside and help your child to name the trees and plants that they come across.
 |

 |  | Frome ValleyCE First SchoolYear 1Curriculum Statement*Spring Term* |

**Year 1 Curriculum Overview (Spring Term)**

**Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.**

|  |  |  |
| --- | --- | --- |
| **English:*** Joining sentences using ‘and’, ‘but’ or ‘or’.
* Beginning to punctuate sentences with an exclamation form.
* Capital letters for names of people, places and for the personal pronoun I.
* Beginning to punctuate sentences with a capital letter and a full stop.
* Use the language of days of the weeks, weeks, months and years.
* Writing sentences together and editing sentences.
* Writing stories and fact sheets.
* Sequencing sentences to form short narratives.
 | **History:*** Describe historical events.
* Ask questions such as: What happened? How long ago?
* Label timelines with words: past, present, older and newer
* Ask questions such as: What was it like for people? What happened? How long ago?
* Describe significant people from the past.
* Use artefacts to find out about the past.
* To show an understanding of war and peace.
 | **Design & Technology:*** Cut materials safely using tools provided.
* Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
* Create products using levers, wheels and winding mechanisms.
* Make products, refining the design as work progresses
 |
| **Maths:*** Using number bonds and related subtraction facts to 20 (e.g. 17-3, 2+12, 15-12, 7+5)
* Read and write the symbols: + - =
* Add and subtract one digit and two digit numbers to 20, including zero.
* Solve one step word problems using concrete resources and number sentences, including missing numbers.
* Count to 50, forwards and backwards.
* Read and write numbers to 50,
* Count in multiples of 2,5 and 10,
* Measure and begin to record lengths and heights.
* Measure and begin to record mass/weight, capacity and volume.
 | **Geography:*** Name, locate and identify characteristics of the four countries and capital cities of the UK.
* Use compass directions.
* To use basic geographical vocabulary to refer to key human features including *city*.
* Name and locate the world’s continents and oceans.
 | **PE:*** Perform a range of actions with control and coordination.
* Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.
* Link actions to perform short dances.
* Repeat and remember simple movement patterns.
* Demonstrate stillness in a range of shapes.
* Explore actions that express ideas for a dance.
* Balance on a variety of large and small body parts (back, tummy, hands and feet).
* Link movements together into a short sequence using apparatus.
* Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.
* Keep possession by passing and receiving a ball.
* Make simple decisions, e.g. which target to aim for.
* Use the terms 'opponent' and 'teammate'.
* Use a base position.
* Change direction.
* Catch a large ball without cradling or trapping it against the body.
* Dribble a ball with hands or feet, while moving slowly in their own space.
 |
| **Science:*** Identify, name, draw and label the basic parts of the human body.
* Notice that animals, including humans, have offspring which grow into adults.
* Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
* Compare and group together a variety of everyday materials on the basis of their simple physical properties.
* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.
* Observe and describe weather associated with the seasons and how day length varies.
 | **RE:*** Recognise one of the big stories/concepts of the Bible.
* To know that they have choices in their life and that their actions affect others.
* Think and talk about whether the text has something to say to them, exploring different ideas.
* Describe 2 customs and practices of main festivals or celebrations of a religion.
* Describe religious buildings and give a simple explanation of how they are used.
* Describe, in simple terms, how people of different faiths show their beliefs in worship and in the way they live.
* Recognise and name some religious artefacts, places and practices.
 | **Art & Design:*** Respond to ideas and starting points.
* Explore ideas and collect visual information.
* Explore different methods and materials as ideas develop.
* Show different tones by using coloured pencils.
* Show pattern and textures by adding dots and lines.
* Draw lines of different sizes and thickness.
* Describe the work of notable artists, artisans and designers.
* Use some of the ideas of artists studied to create pieces.
 |
| **Computing:*** To combine four direction command to make sequences.
* To plan a simple program.
* To find more than one solution to a problem.
* To show that a series of commands can be joined together.
* To debug a program.
* To compare groups of objects.
* To answer questions about groups of objects.
 | **PSHCE:*** I can identify how I feel when I am faced with a new challenge.
* I understand the difference between being healthy and unhealthy.
* I know that medicines can help me if I feel poorly.
* I know how to keep myself clean.
 | **Music:*** Clap/tap to pulse in music.
* Choose sounds to create an effect.
* Listen carefully to pieces of music, paying attention to how they sound.
* Explore a range of sound makers and instruments and play them in different ways.
* Understand that digital technologies can be used to compose pieces of music.
* Use symbols to represent a composition and use them to help with a performance.
 |