

Year 1 Curriculum HT5



PSHE
Relationships

Online Safety

Technology allows me to get information

Commando Joe

The Three Little Pigs - all ideas grow out of other ideas
The Three Little Pigs - If there is a way into the woods there is a way out

Personal Development

Wider Curriculum Clubs Available

Sports club, Football, Music, Archery, Cookery, Computing, Art, Dodgeball and Yoga

Trips and Visits

Road safety workshop

No Outsiders

Ten Little Pirates

English

Inspirational Texts



Narrative
Non-chronological report
Letter
Recount
Instructions

- Within writing, Year 1 will be:
- writing accurately in the past tense.
 - use the suffixes er and est for adjectives. - continue to use and to form compound sentences.
 - continue to use capital letters and full stops with increasing accuracy.
 - recognising and applying capital letters for all proper nouns
 - using ambitious adjectives to create noun phrases.

Poetry
Over My Toes by
Michael Rosen

Maths

- Time
- sequence events in chronological order
 - recognise and use language to dates
 - tell the time to the hour and half past
 - solve one step problems that involve addition and subtraction.

- Numbers to 100
- Count, read and write numbers to 100
 - identify and represent numbers using objects
 - Identify one more/ one less
 - Recognise the place value of each digit
 - recall addition and subtraction facts to 20
 - count to and across 100 forwards and backwards

Mental Maths

MA1: Manipulate Calculation

$$16 + 9 = 25$$

$$15 + 10 = 25$$

MS1: Manipulate Calculation

$$24 - 9 = 15$$

$$25 - 10 = 15$$

Science

Our topic this Half Term is Plants. We will be looking at the basic parts of a plant; common garden plants and common wild plants. We will also cover our seasons lesson on Spring.

RE
Judaism

Is Shabbat important to Jewish people?

Computing

- Creating Media - Digital writing
- We will
- use a keyboard and a mouse to enter and remove text.
 - edit texts and justify our reasoning in making these changes
 - explain whether we prefer creating text on computers or paper.

PE

The children will be continuing with striking and fielding and target games this half term.

History

We will study Rosa Parks and the changes she made to History. We will link these changes to our British Values and the rights of the child.

Music

We will learn to play the penny whistle.

Phonics

We will be revising alternate sounds for Phase 5.

aw, au, al
ir, er, ear
ou, oy,
ere, eer, are, ear
c, k, ck, ch, x qu



Knowledge Jigsaw

Year 1 History HT5



What we already know

Evidence and images shows how things were and used to be.

The past has already happened.

An understanding of the British monarchy from Queen Victoria to the present day.



19th and 20th century come after the 18th century on a timeline.

Laurence Stephen Lowry was born in Stretford, Manchester in 1887.

The Industrial Revolution started in the 18th century.

Queen Victoria was queen- 1837-1901.
She was queen for 63 years.

In the 19th century in America, black people were treated differently to white people.

Black and white people were separated.

They had different schools, churches, libraries, restaurants and waiting rooms.

Black people didn't get good jobs and they couldn't vote.

Black people had to sit at the back of the bus or give up their seat to a white person

Black and white people were treated differently in the past



Rosa Parks was born in Alabama.

She used the bus to get to work.

She refused to give her seat to a white person when the bus was busy.

The bus driver rang the police and she was arrested.

She refused to pay her fine.

Rosa Parks refused to move and give her seat to a white person on the bus.



The black citizens were angry with how they were being treated.

They refused to use the buses and walked to work instead.

The bus companies became angry because they weren't getting money.

Black citizens didn't use the buses for a nearly a year until the laws were changed and black and white people could sit together on the bus.

Rosa Parks started the civil rights movement in America.

Civil rights means having freedom and being treated equally.

The civil rights movement wanted to make changes for black people and how they were being treated.

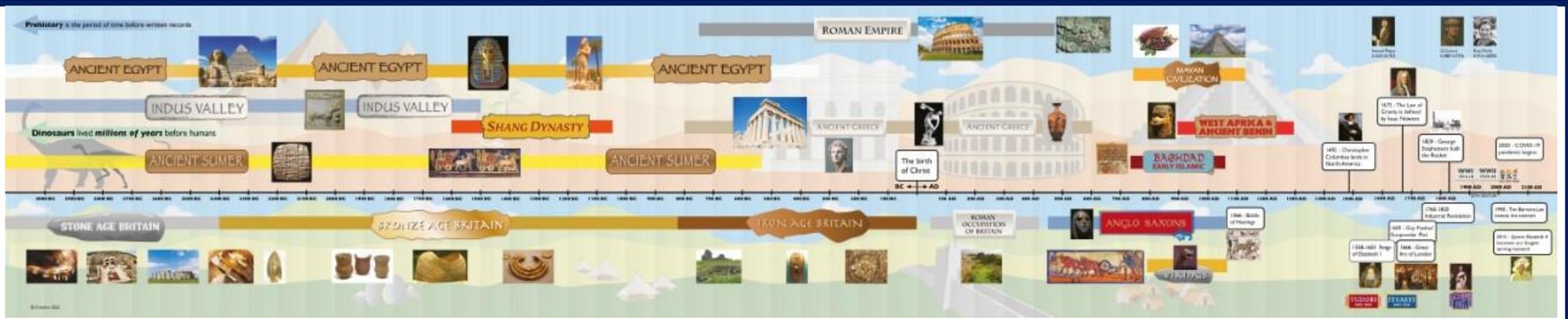


In Britain today we have-

British Values- democracy, individual liberty, mutual respect, rule of law and tolerance.

The rights of a child protect children.

People are treated more equally today because of people like Rosa Parks that wanted change and wanted to be treated equally.



Knowledge Jigsaw

Year 1 Computing HT5



What we already know

You press the left side of the mouse button to click on the different tools on the screen.



To save your work you press this button.

Technology is anything made by people to help us.

To log in on the computer:

First you need to turn the computer on.

Then enter your username.

Then enter your password.

Then press enter.

There is a cursor on the computer screen that you can move using the mouse/tracking pad.

To move the cursor you drag your finger across the tracking pad or you can move the mouse on the table.

To click on an object/place using the cursor, left click on your mouse or tracking pad.

To open work that you have saved, open the program and then click on the 'open' button. You can find this under the 'file' menu at the top of the screen.

File

Open

To add a capital letter, press the caps lock key before pressing the letter key.



This is the tool bar. You can use this to change the way the text looks on the page.

You can make your text bold, italic or underlined using these tools.



To write down information you can use a pen and paper or you can use a word processing program on the computer.



Word is a word processing program. This is the icon for Word.

To add letters to the page on a computer you press the letter buttons on the keyboard.



To leave a space between words you press the space bar.

To move to a new line you press enter.

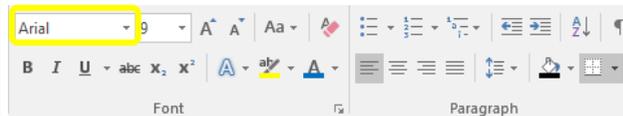
To delete a letter you press backspace.

To open a program on a computer you double click on the program's icon using the left side of the mouse.

To exit a program on a computer you press the X in the top right hand corner.

To select a word you can double click on it.

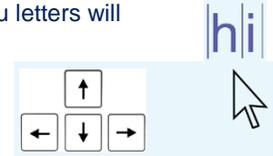
To select all of a text you click and then drag the cursor.



To change the text font you need to select the word and then choose the font from the font menu in the tool bar.

The text cursor tells you where your letters will appear on the page.

To move the text cursor you can use the arrow keys or move the mouse and click where you want it.



To put a full stop at the end of a sentence you press the full stop key. To add numbers you use the number keys.

When you press X to exit the program it might ask you if you want to save your work. Choose save if you want to save it.

To edit your writing you can move the cursor to where you want to change and then use back space to delete unwanted letters and then add more letters.

To undo a step on the computer press the undo key.



To redo a step on the computer press the redo key.



Online safety - Self Image and Identity

Online safety protects people from online harms when using devices and networks.

There may be people online who could make someone feel upset. I should ask an adult for help with things online that upset me.



What we already know

Plants need water and sun to grow.

The names of the four seasons and what happens to trees and plants during these times of the year.



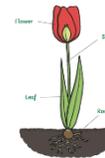
The main parts of a plant

Leaves – they absorb sunlight which is used to make food for the plant.

Roots – anchor the plant in the ground. Without roots a plant would fall over. Roots also take water and nutrients from the soil

Flowers – look pretty and come in different colours. They help attract animals and insects that help the plant to make seeds for new plants.

Stem – helps support the plant and keeps it upright. Water and food are taken up from the roots and transported through the stem.



Garden Plants

People grow plants in their garden. They may grow flowering plants which are beautiful to look at or grow beans/seeds for food.

I can name and identify the following garden plants:



Heather



Poppy



Lavender



Pansy



Rose



Sunflower

Wild Plants

A wild plant is one that grows by itself. A wild plant grows where a seed falls – it doesn't need to be planted. A wild plant doesn't need to be cared for. We sometimes call them weeds.

I can name and identify the following wild plants:



Dandelion



Buttercup



Nettle



Ivy

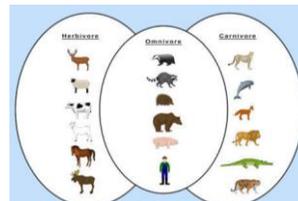


Daisy



Clover

Recording Data



A Venn Diagram can be used to present data

1		6	
2		7	
3		8	
4		9	
5		10	

A tally chart can be used to count and record observations.

Spring

- In this season temperatures rise and the ground starts to warm up.
- Flowers begin to grow.
- This season is associated with rebirth and growth. Some baby animals are born (e.g. lambs, chicks)





Is Shabbat important to Jewish children?

Knowledge

Shabbat is the Jewish Day of Rest. It happens each week from sunset on Friday to sunset on Saturday.

During Shabbat, Jewish people remember the story of creation from the Torah where God created the world in 6 days and rested on the 7th day.

It is a time to focus on God and family, with no work allowed.

Everyone puts on their best clothes and gathers for a special meal.

Challah bread is eaten.

Wine (or grape juice) is shared in a Kiddush cup.

Blessings are recited.

Shabbat Candles are lit on the dinner table.

Families visit a Synagogue (Jewish place of worship) during Shabbat.

Personal Reflection

I can discuss which day is the most special to me and why it is different to the others.

I can express my thoughts about how a Jewish child might feel about the difference between celebrating Shabbat at home and at the Synagogue.

I can reflect upon the effect Shabbat (having a day of rest) would have on my life.

Knowledge Jigsaw

Year 1 PSHE HT5



What we already know

- I can make friends to stop myself from feeling lonely
- I can identify some of the jobs I do in my family and how I feel like I belong
- I can think of ways to solve problems and stay friends
- I understand the impact of unkind words
- I can be a good friend



- There are many different types of families and it is perfectly normal to have a different family from other people.
- Families are there to love and protect us.
- I can identify members of my family.



Making Friends

- To have a good friend, we need to be a good friend.
- There are many qualities you can show to be a good friend, such as kind hands, sharing, funny, caring, loving etc.
- In order to make new friends these positive qualities are essential.
- You can be a good friend by including everyone, even those who may not have anyone to play with.

Greetings

- A greeting is a **polite word or sign of welcome or recognition**
- To like something means **to enjoy or agree**
- To dislike something means **to not enjoy or disagree**
- There are various ways of greeting using different types of physical contact e.g. shaking hands, hugging, high five, gently bumping fists.
- I understand that different types of physical greeting are acceptable or not in different situations.
- It is ok to not like some greetings

People Who Help Us

- Helpful means **giving or ready to support in some way**
- Community means **a group of people within a place**
- There are trusted adults within my school community I can talk to if I require help such as class teacher, MDA's, teaching assistants, head teacher or friends.

Rights of a child



Being My Own Best Friend

- Praise means **express warm approval or admiration of something**
- Qualities are **characteristics that describe how an individual thinks, behaves and feels**
- Skills means **the ability to do something well**
- Self-belief means **a person's belief in their ability to complete tasks and to achieve their goals**
- Proud means **feeling deep pleasure or satisfaction as a result of one's own achievements.**



What we already know

We can recognise and understand the difference between loud and quiet in music.

We can recognise fast and slow tempo and high and low-pitched sounds.

We can perform in time to a beat and follow crotchet and quaver rhythm patterns.

We can listen and respond to different moods in music.

We can use our voices expressively when performing songs, rhymes and chants.

We understand that symbols can represent different sounds in music.

We can follow and perform from pictorial symbols.

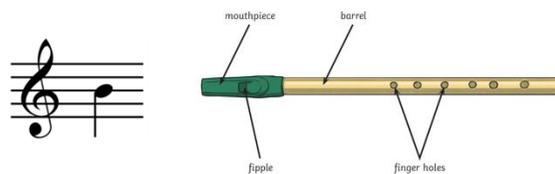
Performing, Listening and Appraising

Learn to hold and blow the tin whistle creating a steady stream of air and “taa” sound.

Learn the note B and perform pieces singing and clapping them first.

Listen and appraise an Irish reel and make comparisons with the tin whistle and other high-pitched instruments.

Learn the names of the different parts of the tin whistle.

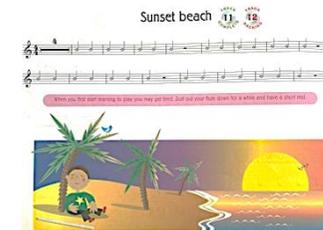


Performing, Listening and Appraising

Perform ‘First Notes’ and other pieces on B clapping the rhythms and singing the melodies. **Learn note A.**

Understand and follow notation discussing and identifying the staff, time signature, note values, bars and rests.

Tap the pulse and identify and discuss musical structure and the time signature in an Irish jig.



Performing, Listening and Appraising

Tap the rhythm of pieces on notes A and B discussing note values and perform on notes B and A placing fingers on the correct finger holes for each note.

Play a game copying rhythm patterns by clapping them.

Listen and appraise Molly Malone discuss history (C17th), Ireland’s unofficial anthem). Discuss anthem definition.



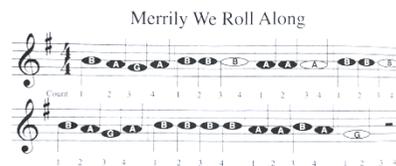
Performing, Composing, Listening and Appraising

Learn instrument care - how to warm instrument, correct mouthpiece position and holding and blowing techniques.

Learn note G and perform pieces on B, A and G.

Compose music to accompany a story representing characters and scenes with timbre, dynamics, pitch, tempo and structure.

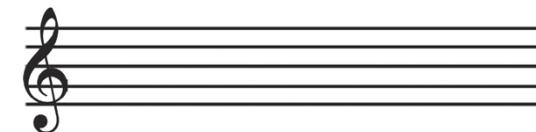
Listen and discuss the Celtic song *Cuchulainn* discussing tempo, mood, pitch and using fingers to bend notes.



Performing, Composing, Listening and Appraising

Compose a simple melody on the staff using B and A on crotchets and quavers.

Evaluate performances discussing tempo, dynamics, note accuracy. Identify areas for development/next steps.



Knowledge Jigsaw

Year 1 Striking and Fielding HT5



What we already know

When fielding it is important to get in front of the ball and to use two hands to collect the ball

You need to watch the ball as it is coming towards you.

To strike the ball well you need to strike it using the centre of your hand or racket.

When batting, bat away from the fielders.

When fielding, retrieve the ball and send it to the bowler.

When wanting to stop or catch the ball, you need to track it with your eyes and move your body towards it.

To stop the ball move your feet to get in line with the ball.

When the ball is coming towards you, Watch the ball as it comes towards you. Keep your eyes on the ball, move your feet to get in line with the ball or move towards the ball and scoop with two hands using wide fingers.



Overarm Throw

An overarm throw is a throwing technique for throwing an object over longer distances.

It is important to point your hand where you want the ball to go.

•Step forwards with your opposite foot to throwing hand.

Look where you want to throw the object.

Have your throwing elbow in line with your shoulder. Point your hand towards your target.



When striking a ball to score points, it is important to aim in the space between the fielders. This will make it harder for the fielders.

Stand side on the bowler, watch the ball as it comes towards you, strike through the ball.

When striking a ball, it is important to control the power of the shot.



When playing as a fielder, you need to get the batter out to stop them scoring points. We can make different decisions about where to send the ball in order to get them out.

Look at where the batter is before making a decision about where to send the ball.

Throwing a ball to someone by a cone, stump or post is a lot quicker than trying to run with the ball

•Make sure the person you are throwing to is looking at you.



Batting and fielding in a game situation

When batting, take your time striking the ball and don't just swing at it.

•Look at where the ball is before deciding to run on to the next base.

•Look at where the batter is before making a decision about where to send the ball.

Knowledge Jigsaw Year 1 Target Games HT5



What we already know

Throwing underarm can allow for better aim and accuracy. It is important to have a firm grip of an object

Throwing underarm is better for accuracy and overarm is better for distance.

Scoring can be used to record successes and to play competitively.

When throwing, we also need to warm up and stretch our shoulder muscles, especially when completing an overarm throw.



Depending on the distance of a target, it is important to consider how much power to put on a throw.

When throwing or rolling, point your arm in the direction of the target as the object is released

To roll or slide the object, bend your knees, place your opposite foot to throwing arm forwards to help with balance. Use a straight arm, swing from back to front and finish with hand pointing at your target.

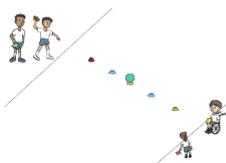
Games such as bowls and bowling require you to think about how much power and force to put on a ball. In both these games, the ball is rolled.

Some games require scoring. You can score points by hitting a target or scoring a goal.

Closer targets may require you to use under arm and further targets overarm.

Playing competitive games enable the competitors to make choices about which technique to use.

When playing a game, you can decide whether to roll, throw or bounce a ball towards a target.



Games such as golf require you to use a club to hit a target. When using these, you need to decide whether to use more or less force.

Use less force if the target is close and more force when the target is further away.

To use a golf club, both hands at the top of the club. Non-dominant at the top, dominant just underneath. Stand sideways to the ball, feet shoulder width apart. Straight arms, small swing backwards and forwards with golf club finishing in the direction you want the ball to go.



When throwing at a target, the target isn't always stationary (still). Moving targets require you to think carefully about where to aim.

When aiming at a moving target:

- Aim slightly ahead of where the target is moving.
- Consider the speed or height of the moving target.

