Curriculum Implementation: Year group __1__

When:	Spring 1 Toys and Materials
Theme:	Spring 2 Seasonal Changes
Science	**ASKING QUESTIONS AND CARRYING OUT FAIR AND COMPARATIVE TESTS** Performing simple tests. Children can: a explore the world around them, leading them to ask some simple scientific questions about how and why things happen; b begin to recognise ways in which they might answer scientific questions; c ask people questions and use simple secondary sources to find answers; d carry out simple practical tests, using simple equipment; e experience different types of scientific enquiries, including practical activities; talk about the aim of scientific tests they are working on Asking simple questions and recognising that they can be answered in different ways. **DRAWING CONCLUSIONS, NOTICING PATTERNS AND PRESENTING FINDINGS** a notice links between cause and effect with support; b begin to notice patterns and relationships with support; c begin to draw simple conclusions; • **I can distinguish between an object and the material from which it is made;** • **I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;** • **I can describe the simple physical properties of a variety of everyday materials;** • **I can compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Investigation – best material to repair an umbrella.** • **I can observe changes across the 4 seasons** • **I can observe and describe weather associated with the seasons and how day length varies.** **Record a weather chart – are there any patterns?**

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Reading	Word Reading • I can apply phonic knowledge and skills as the route to decode words. • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • I can read other words of more than one syllable that contain taught GPCs. • I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • I can read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • I can reread these books to build up their fluency and confidence in word reading. Phonics – Spring 1: extended code, units 6-10. Spring 2: extended code, units 21 + 11-14. Reading Comprehension: I can make predictions based on what I have already read. (Spring 1: Traditional Tales, Chinese New Year. Spring 2: Recounts, Seasons poems.)
Writing	I understand how words can combine to make sentences. I can write sentences by: • saying out loud what I am going to write about • composing my sentence orally before writing it • re-reading what I have written to check that it makes sense

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	Phonics – Spring 1: extended code, units 6-10. Spring 2: extended code, units 21 + 11-14. Spring 1: Traditional Tales, Chinese New Year. Spring 2: Recounts, Seasons poems. <u>Handwriting</u> I can sit correctly at a table, holding a pencil comfortably and correctly. I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Maths	Count, read and write numerals within/beyond 20. Place value within 100 (tens/units) Counting in 5's/10's. Days/months – daily calendar Money – recognition and problem solving Position and direction – Beebots Fractions
SPaG	Spelling: Phonics (spring 1: extended code, units 6-10. Spring 2: extended code, units 21, 11-14). Using finger spaces when writing Using capital letters and full stops when writing Recognising and naming capital letters Using exclamation marks and question marks correctly when writing Using 'and' to join clauses. Spring 1: Traditional Tales, Chinese New Year. Spring 2: Recounts, Seasons poems.
Geography	**I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.** **I can explain how the weather changes with each season.** **I can explain the main features of a hot and cold place.in relation to the Equator, North and South Poles.** **I can use world maps, atlases and globes to identify the countries and continents studied at this key stage.**

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	I can use key vocabulary to demonstrate knowledge and understanding in this strand eg record, observe, map, key, position, route, journey, human physical
Art	
History	Understand changes within living memory. I can start to use stories or accounts to distinguish between fact and fiction. • Observe and use pictures, photographs and artefacts to find out about the past. • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. • Recognise some similarities and differences between the past and the present. • I can sequence pictures from different periods. **Look at toys from the past esp Victorian era. How were they made? Which materials were used? Who played with them?** **Explore familiar toys – when were they first introduced?** **How do we know if something is old?** **Sequence range of toys according to age.**
D.T.	I can use my knowledge of existing products and my own experience to help generate my ideas. I can design products that have a purpose and are aimed at an intended user. I can explain how my products will look and work, through talking and simple annotated drawings. I can work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. I can follow a simple plan with support. I can select from a range of materials, textiles and components according to their characteristics. I can use hand tools safely and appropriately I can use a range of materials I can cut, shape and score materials with some accuracy. I can assemble, join and combine materials. I can begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations

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	Explore sliders, levers and pivots. **Look at a range of pop-up/moving books.** **Design and create own page for book to be shared with reception possibly based on nursery rhymes/fairy stories**
Music	Charanga Music scheme units 3 and 4
R.E.	**Agreed Wigan Syllabus** Unit 3: To conduct an enquiry into beliefs about God. Unit 4: To conduct an enquiry into how Easter is celebrated.
P.E.	**Dance** • I can move to music. • I can create and perform dances using simple patterns and movement
P.S.H.E. Personal Development	**Being a change maker** **What rules are; caring for others' needs; looking after the environment** In what way am I a change maker? PoS Refs:L1, L2, L3 **Money and Work**

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	Strengths and interests; jobs in the community Why is that job important? Pos Refs: L14, L16, L17					
Computing	**Computer Science** • I can explain that an algorithm is a set of instructions. (1.4, 1.5, 1.7) • I know that an algorithm written for a computer is called a program. (1.4, 1.7) • I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5) • I can say that if something does not work how it should it is because my code is incorrect. (1.7) • I can try and fix my code if it isn't working properly. (1.7) • I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5, 1.7) **Easter egg hunt : Program beebots to follow a route.**					
P4C	Establish P4C rules Encourage using reasons for statements – I think…because… Build on ideas of others – I agree/disagree with… Enquiries – What type of person makes a good friend? Should we change to fit in?					