

Curriculum Overview

Alphabet Soup



Class	Elephants
Year Group	One
Terms	One and Two

Area of learning	Key Skills
<p>As Artists we will study the work of Carl Warner and Archimboldo and making our own foodscape collages.</p> <p>As Design Technologists we will design and make our own healthy snack.</p> <p>As Historians we will think about timelines in our own lives and those of our family.</p> <p>As Geographers we will look at where we live in the world and learn more about the countries of the United Kingdom.</p> <p>As Information Technologists we will be thinking about how and why we use IT in the wider world.</p> <p>As Scientists we will explore how we are animals in our own right and how we can look after our bodies to stay fit and healthy.</p> <p>As mathematicians we will focus on understanding fundamental mathematical principles including counting and place value.</p> <p>In literacy we will read a range food stories and use recipe books. We will use these as a basis to embed literary concepts such as the alphabet.</p>	<p>Children will respond to ideas and explore materials and methods. They will choose and combine images to create an overall effect.</p> <p>Children will think about what makes food healthy, consider a range of healthy and unhealthy snacks, and design their own healthy snack. They will taste and evaluate the snack they have prepared.</p> <p>Children will think their own lives and create a timeline of how they have changed and grown. They will begin to think about the chronology of their family and create a simple family tree.</p> <p>We will think about our local area and find it on the map. We will begin to think about where we live compared to other parts of the United Kingdom and to name the significant features of different regions including capital cities.</p> <p>Building on the work done with Techie Teddy in Owls, the children will think about different ways that people use computers and information technology in their homes and in the wider world.</p> <p>Children will investigate and make observations and begin to vocabulary to describe parts of the body. They will communicate these findings by talking about their work, through writing and drawings.</p> <p>Count objects. Read, order and write numbers. Sort and classify objects. Represent their own work. Calculate the total of 2 sets of objects. Take away objects from a set to find how many left. Measure and order objects by comparing them, by weight or length. Use money to buy items and begin to solve money word problems.</p> <p>Read some high frequency words. Recall the main facts about a text. Talk about their favourite parts of a book. Write simple phrases. Begin to describe the different features of a non-fiction text. Begin to use full stops and capital letters. Choose appropriate words to match ideas. Use some descriptive language.</p>

Enquiring and creative individuals		Responsible citizens	
Enquiring minds	Creativity	Responsibility	Values
As people keen to enquire and find out we will... Look at changes in living memory, including those within the home and at school. We will investigate how our own lives and those of our family can be used to show the passage of time chronologically.	As creative people we will... Create our own work and try out our own ideas. We will present our work for lots of different reasons. We will use drama in literacy to play out a storyline and play a character. Use different materials and tools effectively.	As responsible learners and citizens we will... Say what we think and feel about our own work and the work of others. Be involved with School Council and other committees – sharing their idea about issues affecting our school; be able to take part in decisions that affect the school community. Be responsible for their own learning. Listen and following instructions carefully.	As people who believe that values are important we will... Use stories such as 'Ish' and 'Something Else' to explore the concepts of compassion and friendship. Be thankful for what we have. Explore the concept of friendship through playground games and working in learning partners and teams.
Curriculum Area	Other areas covered		Skills
Literacy	We will begin Show-and-tell and writing linked to our weekend news. Further stories with familiar settings, helping to develop story writing. Explanation texts linked to the topic. Looking at the pattern in simple poems. Identifying, spelling and reading high frequency words. Phonics. Letter formation and handwriting.		Develop their reading by listening and responding critically to texts of all kinds, on paper and on screen, in order to access ideas and information. Talk clearly and confidently about their thoughts and ideas. Listen carefully to others so they can refine their thinking. Write and present a range of ideas, in a wide variety of forms.
Numeracy	Counting, properties of number. Ordering and estimating. Doubling and halving. Addition facts. Understanding addition and subtraction and using them to solve mental problems. Money and real life problems. Recognising and naming shapes. Measures to include length and time. Number sequences. Mental addition. Writing number names. Introduction to Big Maths as a means of encouraging rapid recall of number facts.		Use numbers to support accurate calculations. Interpret mathematical data in order to recognise patterns. Use mathematical language, symbols and pictures. Represent and model situations. Develop rapid recall of number facts and use these in problem solving activities.
Science	Identifying and labelling the parts of the body. Thinking about what we need to stay healthy and well. Sorting food into categories. Thinking scientifically.		Sorting and classifying items according to different criteria. Designing simple tests and recording results. Thinking scientifically to find answers and begin to draw conclusions.
Religious Education	Learn and be able to retell the Creation Story. Consider whether God wants us to look after the world and whether we are doing a good job. How can we look after the world better?		Listen to and think about a Bible story. Relate questions to our own lives and experiences. Talk and think quietly about religious questions and experiences.
Music	Sing simple songs from memory and use their voices confidently in a variety of ways. Listen carefully and recall short melodic patterns. Will name and play a variety of percussion instruments. Will use simple symbols to represent a score.		Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media. Improvise, rehearse and refine in order to improve capability and quality.
Physical	Continue to develop physically to fitness and skills including throwing		Throwing, catching, using gym equipment. Listening and responding to

Education	and catching and using simple equipment. Use Dance to express ourselves creatively.	music physically.
ICT	Begin to consider the simple steps involved in programming.	Communicate and share information using information technology. Refine and improve their work making full use of the nature of digital information
Modern Foreign Language	Daily dinner register count in different European languages. Numbers to 10 and beyond. Learning greetings in different languages to respond to the register.	Listen and respond to different languages.
PSHECC	Thinking about how we can stay fit and healthy through eating well and exercise.	Explain why certain foods are good for us and others not. Think about how we can stay safe and well through taking care of ourselves.