



"At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values."

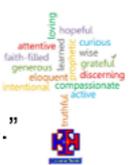


**Year 1 Spring 2019
Curriculum Overview**

Subject	Spring Term	
<p>RE</p>	<p>Unit E - Christmas This unit is designed to develop the children's knowledge and understanding of Christmas as a celebration of the birth of Jesus. The unit also develops the children's understanding of the importance of the birth of Jesus through the events that happened before and after, and the impact it had on the people involved.</p> <p>Unit L – Sharing Jesus' Life: This unit is designed to develop the children's knowledge and understanding of the way in which, as Christians, we are called to share in the life of Jesus. The unit focuses on Jesus choosing and calling the disciples and how they are an example to us of what it means to be a disciple or follower of Jesus and share in his life.</p> <p>Unit G – Forgiveness: This unit is designed to develop the children's knowledge and understanding of the importance of forgiveness as a gift we receive and as a way that we can show love to others. The unit will also explore the choices that children make, that these can be good or bad and the consequences that arise from them. The unit will also develop the children's understanding of the need to say sorry when bad choices are made.</p>	<p>Unit H - Lent This unit is designed to develop the children's knowledge and understanding of Lent as a time of change and of growing to be more like Jesus by following his example. In the unit the children will explore various aspects of Jesus' message and ways in which Christians can apply these to real life situations.</p> <p>Unit F- Jesus: Teacher and Healer This unit is designed to develop the children's knowledge and understanding of the person of Jesus and his ministry as a teacher and healer. The unit will also develop their understanding of what Jesus' ministry reveals to us about God, how the Church continues that ministry today in various ways and how Christians are called to follow the example of Jesus in their lives.</p> <p>Unit I – Holy Week This unit is designed to develop the children's knowledge and understanding of the important events of Holy Week and how they tell of the last days of Jesus' life on earth. The unit focuses on Palm Sunday, the Last Supper and the Stations of the Cross.</p>
<p>English</p>	<p>Through our Topic of Great Explorers, children will be writing letters, instructions and stories that will include: Sentence structure Using finger spaces Using capital letter and full stops Using and, because, but To reread their work to check it makes sense and to correct grammatical errors.</p>	



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<p style="text-align: center;">Maths</p>	<p>Using simple adjectives.</p> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. <input type="checkbox"/> Represent and use number bonds and related subtraction facts within 20. <input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 20, including zero. <input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p>Multiplication & Division</p> <p>solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Fractions</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Dates:</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Measurement</p> <p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Properties of shape</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and name common 2-D and 3-D shapes, including: <input type="checkbox"/> 2-D shapes [for example, rectangles (including squares), circles and triangles] <input type="checkbox"/> 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	
	<p style="text-align: center;">Science</p>	<p style="text-align: center;">Animals including Humans</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>I know the names of animals I often see which eat meat, others that eat vegetables and some that eat both.</p> <p>I can describe the different shape and form of a number of animals that I often see including my pets.</p> <p>I know the parts of the human body, can draw a picture of it and name the parts. I know which part of the body lets me hear, taste and smell.</p>
<p style="text-align: center;">Computing</p>	<p>We are treasure hunters (using a programmable toy)</p> <p>Children will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that a programmable toy can be controlled by inputting a sequence of instructions <input type="checkbox"/> Develop and record sequences of instructions as an algorithm. <input type="checkbox"/> Programme their toy to follow their algorithm <input type="checkbox"/> Predict how their programmes will work. 	
<p style="text-align: center;">Topic (History Geography)</p>	<p>Great Explorers:</p> <p>The Great Explorers unit will teach the children about the experiences of Ibn Battuta, Christopher Columbus, Neil Armstrong and Robert Falcon Scott. It asks the children</p>	

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	to discuss the criteria for what makes a person significant and also consolidates their understanding of chronology by comparing the historical periods in which these great explorers lived. Range of learning activities such as: debates, role play, sorting and analysing, drawing and designing, as well as writing tasks, are used to encourage the children to fully understand the historical concepts taught in this unit.	
D / T	Making rockets Children will learn to: <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of equipment <input type="checkbox"/> Evaluate designs <input type="checkbox"/> Health and safety around using equipment and working with scissors. 	
PSHE	<p style="text-align: center;">Dotcom Scheme</p> <p>This term the children will be learning about themselves and why they are special. We will be discussing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What they look like and how God made them like him <input type="checkbox"/> People they love <input type="checkbox"/> Why they are special <input type="checkbox"/> Things they love to do and are good at <input type="checkbox"/> Who their friends are 	
Art	Painting Scenes Children will: <ul style="list-style-type: none"> <input type="checkbox"/> Use thick and thin brushes on different types of paper and sizes of paper. <input type="checkbox"/> Use different types of paint – thick, thin, powder, block and ready mixed. <input type="checkbox"/> Paint with different equipment e.g. comb, feathers, sponge, hands. 	
PE	Field Activities Children will be taught how to accurately participate in relay races, long jumps and high jumps	Dance: Children will be taught master basic movements including running, jumping, throwing and catching, <ul style="list-style-type: none"> <input type="checkbox"/> participate in group dances, developing a simple sequence of moves <input type="checkbox"/> perform dances using simple movement patterns.
Music	Children will be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhyme. <input type="checkbox"/> play tuned and untuned instruments musically <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the interrelated dimensions of music 	
Rights Respecting School	Year 1 have chosen to focus on the following three rights Article 12: Respect for the views of the child, meaning every child has the right to have a say in all matters effecting them Article 28: Right to education, meaning every child has the right to an education Article 31: Leisure, play and culture, meaning every child has the right to relax, play and take part in a variety of cultural activities	