



Wellington
PREP SCHOOL

Year 1 Curriculum Plan

Spring Term

Enclosed you will find a brief summary of this term's curriculum planning for your child. We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

ENGLISH

Reading

- Phonics using the 'Read Write Inc' scheme
- Increase children's confidence and awareness when reading
- Read aloud with flow, intonation and expression
- Encourage discussion and prediction about the text
- Introduce a variety of texts - fiction, non-fiction and poetry
- Children will read both individually, in groups and as a class to develop a variety of reading strategies
- Weekly visits to the library
- Keywords

Writing

- Sequence and retell simple stories
- Record personal experiences
- Write for other purposes (sequence sentences, stories, Traditional Tales, Non-Fiction Texts, Poetry)
- Simple punctuation, sentence construction and sentence composition
- Develop spelling strategies through formal phonics using the Read Write Inc scheme and keyword lists
- Weekly spellings and dictation

Spoken Language

- To be able to take part as speakers and listeners in a group
- To ask and respond to questions
- To participate in role-play and drama. Class role play- The Travel Agents / Where in the World
- Show and tell

Handwriting

- Write most letters correctly formed and orientated, using a comfortable and efficient pencil grip
- Write on the line with spaces between words
- Funky Fingers and Dough Disco to strengthen fingers for fine motor control and handwriting

MATHEMATICS

The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a 'spiral' curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts. Work will include emphasis on practical experience, investigations, simple problem solving and the use of mathematical language.

Length and Height

- Comparing height and length
- Measuring length using items and objects, body parts and a ruler

Numbers to 40

- Counting, writing and comparing numbers
- Counting in 10's and 1's making number patterns

Addition and Subtraction word problems

- Solving word problems

Multiplication

- Making equal groups
- Using doubles
- Solving word problems

Division

- Grouping and sharing equally

Fractions

- Making halves, quarters, sharing and grouping

SCIENCE

Identifying Animals

- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Ask simple questions and recognise that they can be answered in different ways
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

GEOGRAPHY

Our Wonderful World

- Name the four countries of the UK, capital cities and surrounding seas
- To name the world's 7 seven continents and 5 oceans
- Use a range of maps to locate places and landmarks
- Use world maps and globes to begin to locate some continents, countries and oceans
- Use aerial photographs to recognise basic human and physical features
- To learn about the physical and human geography of a variety of continents
- Produce a journey line
- Ask geographical questions – Where is it? What is this place like? How near/far is it?
- Compare and Contrast Wellington to a named location on another continent (for example - Hong Kong)

HISTORY

- Identify how people become famous
- Identify people from the past who are famous
- Provide some criteria about what makes a person significant in history
- Infer information from objects from the past
- Sequence events related to the life of a person- Duke of Wellington
- To infer historical information about the Duke of Wellington from objects
- Understand how the Duke of Wellington is remembered today
- To ask historical questions – Who? What? Where? Why? How? When?

RELIGIOUS STUDIES

- The Life and teaching of Jesus
- Islam and its guidance
- The Easter story

PERSONAL, SOCIAL HEALTH ECONOMIC EDUCATION (PSHEE)

PSHEE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. PSHEE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year.

Health and Wellbeing

- Healthy Lifestyle – Healthy eating
- Hygiene – Dental hygiene and washing hands

Relationships

- Bullying – Unkindness and behaviors
- Fairness – Teasing and behaviors

Living in the Wider World

- Themes from British values run throughout our daily lives in school
- Celebration of cultures and festivals from around the world (For example Chinese New Year, St David's Day)

FRENCH

- Animals
- Revise numbers
- Revise colours
- Revise body parts introduce hair, hair colours
- Il a, elle a describe each other
- Guess who?
- Revise animals
- J'aime, je n'aime pas
- Revision of colours, numbers, fruit
- Easter celebrations vocabulary and games
- Make an Easter card

COMPUTING

- Regular visits to the ICT suite
- Learning usernames and passwords
- Open folders and save
- Use of the Internet – Internet explorer
- Paint, draw and graphics

MUSIC

- To embed understanding of pulse – particularly 4 in a bar
- To consider variety in tempo – fast, slow, getting slower, getting faster
- To understand that the first beat of the bar is the strongest and to be able to count in equal 4s
- To sing a variety of songs with 4/4 beat and incorporate hand-held percussion
- Move with the music (marching, walking, jogging)

- To listen to a variety of musical styles featuring 4 in a bar – and perhaps identify when something is NOT in 4/4
- 'Music moment' – 1/2 minutes in each lesson of focused listening – theme of the term: Beethoven (250th anniversary of his birth this year)

WELLBEING

- Real PE - Developing a range of movements, coordination, balance
- Ball skills – bouncing, rolling, passing, moving and hitting a target. Individual and partner work

FOREST SCHOOL

Year 1 have a weekly visit to the woodland this term, weather permitting. Each trip supports the Year 1 curriculum and allows us to experience Science in action. This term's focus will be looking at natural materials and investigating woodland animals.

ART AND DESIGN TECHNOLOGY

- Design an imaginary vehicle suitable to travel around the world in – travelling by air, sea and land.
- 'Take One Picture' project in conjunction with the National Gallery.
- Natural art in the Woodland – making / sketching with charcoal, collage using natural materials on the ground.