

# Curriculum Overview

Year Group: KS1

Term: Spring 1

**Creative**



**Healthy**



**Active**



**Inspiring**



**Nurturing**



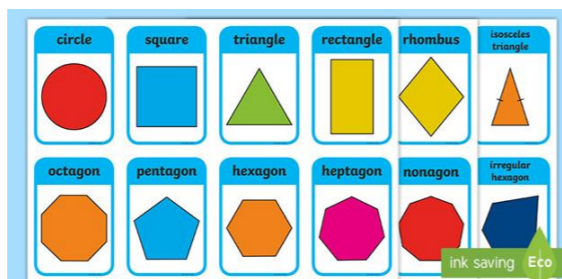
## Reading

- The Three Little Pigs
- A Squash and a Squeeze
- Sleeping Beauty
- Rapunzel
- Little Billy Goats Gruff
- The Shopping Basket



## Maths

- Place value within 20
- Shape
- Addition and subtraction within 20



## Value Courage



## History

### How have toys changed?

- To discuss a favourite toy.
- To find out what toys our parents and grandparents played with.
- To investigate what toys were like up to 100 years ago.
- To compare toys from the past with modern toys.
- To investigate how teddy bears have changed over time.
- To know how toys have changed over time.

## DT

### Designing houses

- To compare houses architecture from an historical time period to now.
- To create observational drawings of real-life objects/places.
- To investigate charcoal as a mark making tool.

## Writing

- The three little pigs- retell story
- How to wolf proof your house- instructional

### We will complete this through-

Retelling the story  
Speaking and Listening  
Characterisation  
Role on the Wall  
Hot-seating  
Sequencing the text

## Science

### Materials

- I can identify and group using my observations.
- I can record my results in a table.
- I can ask and answer questions to group materials.
  - I can carry out a simple comparative test using my own ideas.
- I can make predictions based on the best materials to block out light and I can report and interpret my findings.

## RE

### Who is Jewish and how do they live?

- To recognise the words of the Shema as a Jewish prayer.
- To give examples of how Jewish people celebrate special times.
- To retell simply stories used in Jewish celebrations.
- To say how special artefacts (i.e. mezuzah) help Jewish people remember God.
- To recognise the importance of giving thanks.

## PE

### Cognitive skills

- To be able to perform smooth movements with minimum wobble.
- To be able to move fluidly whilst balancing on a line.
- To be able to walk, march and lunge whilst raising opposite arms/legs at a 90-degree angle.

## PSHE

### Dreams and Goals

- I can set simple goals and work out how to achieve them.
- I understand how to work well with a partner.
- I can tackle a new challenge and understand this might stretch my learning.
- I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.

## Music/Computing

- Story telling through music, use instruments to make their own soundtrack.
- Looking at traditional Tudor Music on Charanga.
- Graphics and text