

St Luke's CE Primary – Curriculum Overview

Year 1 – Spring 2



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English:

Grammar focus – nouns, verbs, subject

Non-fiction writing – Dinosaurs

Speaking and listening.

- Participation in class and group discussions
- Explaining and justifying opinions about texts

Reading

- Shared Reading – reading texts with the class and discussing the content
- Phonics work with small groups

Writing

- Understanding and ordering parts of a sentence
- Planning and structuring a sentence
- Orally rehearsing a sentence
- Writing facts

Grammar and Punctuation

- Using capital letters, full stops and finger spaces
- Understanding and using nouns, verbs and adjectives in a sentence. Identifying the subject and verb in a sentence.
- Ensuring their sentences make sense by checking their work.

Spelling

- Developing a range of spelling strategies
- Using sounds from RWI Set 1, 2 and 3
- Spelling some RWI red words

Handwriting

- Revising basic letter formation
- Using the correct size of letters



Main Learning Focus in Mathematics:

Numbers to 50

We are learning to:

- Count up to 50
- Compare numbers to 50
- Order numbers
- Count in 2s and 5s
- Solve word and picture problems

Introducing length, height, capacity and mass

We are learning to:

- Compare lengths and heights of objects
- Use non-standard units to measure objects
- Measure with a ruler
- Solve problems about length
- Weigh objects and compare the mass
- Measure and compare capacity



Main Learning Focus in Science:

Sound

Children will learn:

- What are the 5 senses?
- What is sound?
- How do we hear?
- How do we look after our ears?
- How can we describe the pitch of sound?

Main Learning Focus in Computing:

Children will learn about online safety and how to use Purple Mash.



Children will learn how to:

- log in to Purple Mash using their own login.
- develop an understanding of ownership of work online
- save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
- find their saved work in the Online Work area of Purple Mash.
- to use the different types of topic templates in the Topics section confidently.
- explore the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New.
- log out of Purple Mash when they have finished using it and know why that is important.

Main Learning Focus in Religious Education:

Easter and surprises

Children will learn about the events leading up to Easter Sunday and how Easter is celebrated today.

Main Learning Focus in Learning for Life:

Children will focus on 'Being my best' which focuses on how to keep our bodies and minds healthy.

Main Learning Focus in Physical Education:

Children will focus on developing Outdoor activities in Forest School and Dance in PE.

Main learning Focus in Design and Technology:

Children will learn about preparing foods by cutting and juicing and selecting fruits and vegetables to create a smoothie to meet a design brief.

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