Archbishop Wake CE Primary School Curriculum Objectives

Aspiration-Community-Inclusion-Language

Aim high, believe; Fly high, achieve Term: Spring Year group: 1 Main theme for learning: How does the weather affect our lives? Did my grandparents play with same toys as me?

Can listen and retell traditional tales. Can explain and discuss my understanding of texts. Can write so that other people can understand the meaning of my sentences. Can sequence sentences to form a short narrative. Can iposition the meaning of my sentences. Can sequence sentences to form a short narrative. Can iposition the secure of the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. Can write simple sentences dictated by the teacher. Can level spelling to the common to the sentences. Can begin to punctuate using a capital letter for the name of people, places, the days of the week and Can incommended and sentences. Can iposition these correctly. Can form lower case and upper-case letters and position these correctly. Can personal position the personal position to a problem and use it to listen for sounds Can personal position to a problem and use it to listen for sounds Can personal position to a problem and use it to listen for sounds Can p	English	Numeracy	Science	Computing	RE
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I can understand how	simple programs	sadness
day length varies as the	Recognise common uses of	I can recognise
seasons change		there is joy in the
I can become familiar	information technology	story (symbol of the empty tomb)
with some types of	beyond school	the empty tomb)
deciduous and	How does digital writing	
evergreen trees	compare to my writing?	
	To use a computer to write	
	To add and remove text on	
	a computer	
	To identify that the look of	
	text can be changed on a	
	computer	
	To make careful choices	
	when changing text	
	** · · · · · · · · · · · · · · · · · ·	
	To explain why I used the	
	tools that I chose	
	To compare typing on a	
	computer to writing on	
	paper	
	Use technology	
	purposefully to create,	
	organise, store,	
	manipulate, and retrieve	
	digital content	
	Use technology safely and	
	respectfully, keeping	
	personal information	
	private	

History/Geography	Art	Design Technology	Music	PE	PSHE
Geography – How does the weather affect	Expressive	I can make a healthy	Exploring Sounds and	Multi skills	School values:
our lives?	painting -	snack using fruit and	Learning to Listen	I can balance on	Kindness
 Identify and describe the basic 		vegetables.	Demonstrates an	equipment with	Courage
atmospheric elements of the weather;	How do artists	Designing	awareness of	some control	
Observe, measure and record the	represent	Design appealing	pulse/beat when	I can balance	Keeping Safe
elements of daily weather by using a	movement and	products for a	listening, moving to and	equipment on	I understand what my
variety of simple instruments and devices;	feeling through	particular user	performing music.	parts of my body	body needs from food, air and exercise
	colour?	based on simple	Demonstrates a basic	(eg head)	and exercise
 Present, describe and offer reasons for 		design criteria.	understanding of the	 I can change the direction and 	I know why sleep is
some of the ways in which the weather	Understand that		importance of posture	position of my	important and part of a
has changed during the period of	some painters use	Generate initial	and technique when	body with some	·
measurement;	expressive, gestural marks in	ideas and design	performing.	control and	healthy lifestyle
 Identify, describe and begin to explain 	their work, often	criteria through		progress to when	I can recognise the
ways in which great artists depict	resulting in	investigating a variety of fruit and	Demonstrates an	running	feelings I have when I feel
elements of the weather and the	abstract,	vegetables.	understanding of the	I can move with	unsafe and begin to
techniques they use to convey noise, smell	expressionist	regetables.	basic concepts of	equipment with	recognise body language
and emotional feelings;	painting.	Communicate	improvisation and	balance and	and facial expressions in
		these ideas	composition.	control	·
Observe how weather conditions change	Understand that	through talk and	Demonstrates an	• I can throw, kick	others
during the four seasons of the year and	the properties of	drawings.	understanding and	and catch with	I know who can help me
offer reasons for changes which occur;	the paint that you	Making	appropriate use of	control	to feel safe
Observe and offer reasons for the	use, and how you		musical language.	Gymnastics –	13 .001 5410
distribution of hot and cold places in the	use it, will affect your mark making.	Use simple utensils	3	continue from	I can recognise good and
world;	your mark making.	and equipment to	Demonstrates a basic	Autumn term	bad touches and my right
	Understand that	e.g. peel, cut, slice,	understanding of how		to say No
• Explain in simple terms why the	primary colours	squeeze, grate and	feelings can connect	<u>Dance</u>	
temperature of places decreases with	can be mixed	chop safely.	with/relate to music.	I can perform	I can understand how to
distance from the Equator towards the	together to make	Select from a range		dances with some	use medicines
north and south poles;	secondary colours	of fruit and	Demonstrates some	control, moving in	responsibly
• Compare and contrast the environments	of different hues.	vegetables	basic understanding of	time to the music	I can understand and use
of Antarctica and the Sahara Desert and		according to their	musical style.	I can use basic	the PANTS rules
begin to explain through reasoning the	Understand the	characteristics e.g.	Does music help us	dance moves to	
similarities and differences;	concept of still life.	colour, texture and	understand our	travel	Rights and Respect
	Explore colour	taste to create a	neighbours? Pulse,	 I can co-operate with a partner or 	
	mixing through	chosen product.	rhythm and pitch	in a group	I can recognise the
				III a Bi oap	importance of my own

<u>History – Did my grandparents play with</u> the same toys as me?

Sort toys between old and new. Identify similarities and differences between them.

Look at their own toys, parents/carers' toys and then grandparents/carers' toys - identify similarities and differences. Put them in order from newest to oldest.

Know how the materials from which toys are made have changed over time and why this is the case.

Know which toys their grandparents played with that they still play with today.

Place toys on a timeline in the chronology in which they were played with and explain how they know how old each toy is?

Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.

gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools.

Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Talk about what I would do differently if I were to do it again and why.

Demonstrates an awareness of pulse/beat when listening, moving to and performing music.

Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).

Demonstrates a basic understanding of the importance of posture and technique when performing.

Demonstrates an understanding of the basic concepts of improvisation and composition.

Demonstrates an understanding and appropriate use of musical language

Demonstrates a basic understanding of how feelings can connect with/relate to music.

Demonstrates some basic understanding of musical style I can remember simple dances and perform

Fundamentals I can:

- Stop the ball
- Pass the ball
- Dribble

Begin to tackle, score into a goal, develop tactics for defending

personal hygiene routines E.g. Brushing my teeth

I can think about how to care for and respect our school environment and who helps to do this

I can understand the importance of looking after things such as a pet or a plant

I can begin to be aware of where money comes from, how to look after it, spend it wisely and save

I can identify some things my family need to spend their money on

Basic First Aid