

# Curriculum Overview - Year 1 Spring 1: Toys

## English

### Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple prediction

### Writing & Grammar

- Compose a sentence orally before writing it
- Sequence sentences to form a short narrative
- Re-read writing to check it makes sense
- Discuss writing with others
- Read writing aloud, clearly enough to be heard by others
- Use regular plural noun suffixes
- Use the prefix 'un'
- Join words and clauses with 'and'
- Separate words with spaces
- Use capital letters, full stops, question marks and exclamation marks
- Use capital letters for names and personal pronoun I

## Art & Design

## Computing

- Use logical reasoning to predict the use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Mathematics

### Place Value (within 20)

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Read and write numbers from 1 to 20 in numerals and words
- Given a number, identify 1 more and 1 less

### Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Represent and use number bonds and related subtraction facts within 20
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$

## Design & Technology

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

## Geography

## PSHE & RSE

- Know that some types of physical contact are never appropriate.
- Know what to do if I get lost.
- Know that a hazard is something which could cause an accident or injury.
- Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.
- Know that the emergency services are the police, fire service and the ambulance service.

## Music

## Science - Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

## History – Toys

- Changes within living memory.
- Ask and answer questions
- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

## PE

- Dance
- Perform dances using simple movement patterns
- Multiskills
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

## RE

- Identify some ways Jesus is inspiring to some people.
- Talk about why a book is special to them.
- Talk about praying, asking simple questions
- Remember some stories they have enjoyed.

**Oracy:** Ask questions about toys and games from different generations (Interactive)  
History – discuss which toy is the 'best' (debate)

**Enhancements:** Create toy museum for parents / carers  
Parent / grandparents speaking about toys they played with