

# Termly Curriculum Overview

## Year 1 – Spring Term

### Posting and Places – How we help the planet survive?



#### English

As Readers we will:

Share a selection of traditional tales that we are familiar with.  
Understand what a sentence and simple punctuation is.

Be able to retell stories and events from what we have learnt.

Develop our phonic and key word knowledge.

As Authors we will write a:

A narrative using the phonic and sentence structure methods we have learnt.

A focus on capital letters, finger spaces and punctuation.

An improvement in simple grammar and spelling.

Main focus:

The Snow Bear

Passports

Post cards

List writing

Fact file

#### Mathematics

As Mathematicians we will focus on:

Place Value (within 20)

Addition and Subtraction (within 20)

Place Value (within 50)

Length and Height

Mass and Volume

#### History

As Historians we will:

Look at local changes within Eastwood for example:  
shops changing, new signs etc.

History of Ice Explorers.

Ernest Shackleton- Anglo-Irish Antarctic explorer.

Research polar expeditions within children's living memory.

#### Science

As Scientists we will:

Learn about different types of materials and what they are best used for.

Look at ice, water and gas and how they are changed into each other.

Look at the Arctic landscape and how it is changing due to the world heating up.

#### Geography

As Explorers we will:

Learn all about the Arctic landscape and its similarities and differences to Eastwood. Focus on how the weather is different and what this means for the people's way of life in the Arctic.

Compare and contrast the physical and human features of both the Arctic and Eastwood.

Learn the 7 continents of the world.

#### Computing

As Digital Leaders we will:

To add to a Me and My Home sheet based what they have learnt about their home and an Inuit's home.

Use websites in an efficient manner and know that they are a source of information.

## DT

As Artists/Designers we will:

Research the Inuit artist Kenojuak Ashevak.  
Key skills to be developed:

Colour mixing  
Investigating textures  
To talk about like and dislikes

## Art

As Artists/Designers we will:

Research the Inuit artist Kenojuak Ashevak.  
Key skills to be developed:

Colour mixing  
Investigating textures  
To talk about like and dislikes

## PE

To support our health and well-being we will:  
Dancers from around the world.  
Develop the ability to dance imaginatively, change speed, level and direction.

Invasion games:  
Begin to compete in small sided games.

## RHE/Citizenship

As Citizens we will:

Debate on whether polar bear should be kept in zoos or left in the wild.  
Conversations about Global Warming and the effect it is having on The Arctic.  
How can we help the animals in The Arctic? What can we do to help the planet?  
Look at the similarities between the Inuit way of life, and the way we live our lives here in Eastwood.

## RE

How do we care for others, and why does this matter?  
Exploring characteristics such as kindness, generosity and sharing. Their uniqueness in a family and in a community. Our wonderful world, how can we care for living things on earth.

Festival celebrations such as: Easter and Chinese New Year

## Music

As musicians we will be:  
How does music make the world a better place?  
Recognising tempo, explore how music makes you feel.  
Discuss pitch, thinking of low and high sounds in nature and relate this to music.

## Philosophy

As Philosophical Thinkers we will:

Should animals be kept in zoos?  
What can we do to help the planet?



Authentic Outcome: To have a detailed knowledge of The Arctic and how it compares to Eastwood.

Critical Audience: Fellow children of Springbank.

Concepts: change, climate, global, help, support, travel.