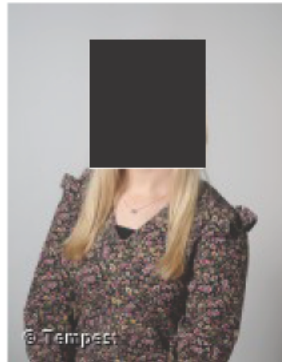


Brownlow Fold Primary School



Year 1: Curriculum Information Spring

Information for parents/carers



Miss Entwistle

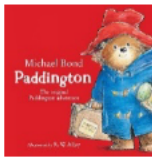
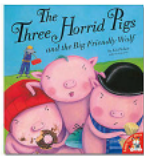
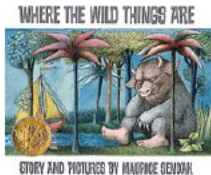
Homework: Homework books will be given out each **Friday** and work should be completed in the homework book and returned to the class teacher in school by the following **Wednesday**.

Reading: Children will read weekly in school and the younger children will be supervised to change finished reading books in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

PE: PE will take place every week on **Tuesdays** and **Thursdays**. Please ensure that your child has their PE kit in school on these days. Children will get changed in and out of their PE kit in school.

Please keep this booklet for future reference

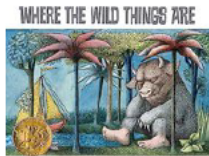
On the following pages, there is a summary of the key curriculum information and expected outcomes so that you are aware of what your child will be learning during this term.

	Spring 1	Spring 2
English	Class text: Paddington  Writing Outcome: Instructions on how to take of a bear Mini Outcomes: Character description Instructions Thought bubbles Mini adventure story for Paddington Labels and captions	Class text: The Three Horrid Little Pigs  Writing Outcome: A retell of the three little pigs Mini Outcomes: Character descriptions Labels for house Inference bubbles A new ending
		Class text: Where the Wild Things Are  Writing Outcome: A letter from Max Mini Outcomes: Draw and label max or a wild thing Create own wild thing to describe Setting description Oral retell
Mathematics	Number: Place Value Number: Addition and Subtraction	Number: Place Value Measurement: Length and Height Measurement: Mass and volume

	Prime Learning Challenge	Subsidiary small questions
Science	What are the differences between herbivores, carnivores and omnivores?	• What groups do common animals belong to? • What are the features of a variety of common animals? • Are animals herbivores, carnivores or omnivores? • What are the names of the basic parts of the human body and how they are linked to senses? • Can you sort animals using criteria?
Art and Design	Does abstract art mean anything?	• How can we make colours? • What is abstract art? • Who was Hilma af Klint? • What different meanings can abstract art have? • How can we talk about abstract art?

Design and Technology	Do you know how to design and make a vehicle?	• RESEARCH/EXPLORE • DESIGN/PLAN • MAKE • EVALUATE
Geography	Do you know the countries and capital cities of the United Kingdom?	• Can you name and identify the four countries of the United Kingdom? • Can you name and identify the four capital cities of the United Kingdom? • Are you able to use an atlas to locate the countries and capital cities of the United Kingdom? • Can you describe some characteristics of the capital city of London?
History	Do you know where and when Bolton Wanderers began and famous players who have played for them?	• What is Bolton Wanderers and when were they founded? • How has the club changed over time? • How does BWFC help the community? • Why do football players have historical significance?
Computing	Spring 1 Can you use previously taught skills to help you solve problems and follow instructions?	• Do you understand the importance of following instructions? • Can you follow simple instructions on the computer? • How can the order of instructions affect the result? • Can you follow instructions using symbols?
	Spring 2 Can you use code blocks to predict and debug the outcome of an algorithm?	• How do computers follow instructions? • Can you use object and action blocks? • Can you use an event block to control an object? • What happens when code executes? • Can you edit a background using the properties table? • Can you plan and make a computer program using code blocks?
Music	Spring 1 Football Chant	• Can you chant together rhythmically, clapping on the rests in Football accurately? • Can you compose melodies to a rhythm from a chant and to words you have composed themselves? • Can you play an ostinato on untuned percussion? • Can you recognise the difference between a pattern with notes (pitched) and without (unpitched)? • Can you sing an echo song while tapping the beat, and clap the rhythm of the words?
	Spring 2 'Dawn' from Sea Interludes	• Can you create a musical movement picture? • Can you listen actively by responding to musical signals and musical themes using appropriate movement? • Can you sing a simple singing game adding actions to show a developing sense of beat? • Can you compose musical sound

	Musical Conversations	effects and short sequences of sounds in response to a stimulus? • Can you create, interpret, and perform simple graphic scores? • Can you improvise question-and-answer conversations using percussion instruments? • Can you recognise how graphic symbols can represent sound?
Physical Education	Can you perform a dance using simple movements and patterns?	• Can you move around the room safely and aware of others and space? • Can you work with a partner and mirror their movements? • Can you work with a partner and mirror their movements to create a pattern to perform? • Can you evaluate the performances of your friends? • Can you describe the movements you can see? • What do you like about you can see?
	Can you play hockey?	• Can you hold a hockey stick with the correct grip? • Can you choose different ways to dribble with a hockey stick? • Can you change speeds with your hockey stick but stay in control of the ball? • Can you recognise space on the hockey pitch? • Can you make a pass with your hockey stick? • Can you change direction with your hockey stick but stay in control of the ball?
Religious Education	Who is Jewish and how do they live?	• Can you recognise the words of the Shema as a Jewish prayer? • Can you retell a Jewish story that is used in celebrations? • How do the stories used in celebrations remind Jews about what God is like? Give examples. • Do you know how Jewish people celebrate special times - Shabbat? • How do Jewish people remember God in different ways? Give an example.
Physical, Social, Health and Economic education (PSHE)	Spring 1 Health and Wellbeing	• Do you understand your emotions? • Can you recognize your strengths and set simple goals? • What are the benefits of resting/sleeping? • How can you relax in different ways? • How are germs spread and how can we stop them being spread? • What risks can the sun bring? • Do you understand allergies? • Who can help to keep us healthy?

	Spring 2 Safety and the changing body	• Can you respond to adults in school? • Do you recognise how to respond to adults outside of school? • What should you do if you get lost? • What do we do in an emergency? • Do you understand the difference between acceptable and unacceptable physical contact? • What is safe to put into or onto our bodies? • How can we be safe at home? • Who helps to keep us safe in the community?	
Key Texts	Paddington 	The Three Horrid Little Pigs 	Where the Wild Things Are 
Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Resourceful Thinker	• I can think of my own ideas once given a starting point. • I can play, observe and experiment to find things out. • I am willing to have a go at something new. • I use my imagination in role play. • I am quick to ask for help, if it is sensible to do so.	
	Reflective Learner	• I know and understand what I do well. • I can tell others why I enjoy a task. • I can tell someone about what I have learnt. • I can pick the best time to talk to someone. • I am happy to try something different if something has not worked.	
Commando Joe's	COMMANDO JOE'S® Realising your potential The outstanding Commando Joe's curriculum is broad and exciting and provides a great foundation on which all children get the chance to achieve, be resilient, tolerate others and make great choices for life, both inside and outside school. The RESPECT framework supports the "whole school approach" with staff being able to help children to develop these behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories. Children are then set exciting missions to solve.		
Cultural Enrichment/Competence Our themes involve learning to live well in a diverse society	Throughout Year 1 the curriculum offers the children the opportunity to extend their understanding of cultural diversity through assemblies linked to differences within our community and embrace our differences. Within PSHE lessons, children will explore their uniqueness, and that we need to recognise and celebrate our individual differences in gender, race, ethnicity, religious beliefs, age, customs, place of birth and cultural backgrounds, in an age appropriate way.		

Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	This term we will be focusing on using Growth Mindset vocabulary and language to change the way we see challenges, which will help us to overcome them. We will be focusing on achieving our goals and 'reaching for the stars'.
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children in their futures	Links are made wherever possible to places of work and vocations to enable the children in Year 1 to see the link between tasks carried out in school and jobs as they get older. Throughout the year there will be planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work.
Home Learning	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the curriculum and is planned and prepared alongside each classes theme and ongoing learning in school. Below is an example of some of the Homework tasks that your child will receive (this is dependent on the year group they are in and differentiated accordingly). • Daily reading – <i>Verbal task – parents are expected to sign their child's diary so that we know that they have read at home</i> • Half term activities/tasks – <i>Creative task - This is once every 6/7 weeks and you are able to choose which task/s to complete and consolidates learning from school</i> • Possible additional Maths, Comprehension or Phonics activities – <i>Written Task - This will be determined by the class teacher each week and consolidates learning from school</i>