

CURRICULUM SUMMARY – September to October 2010

SUBJECT: English

YEAR GROUP:1

TEACHER: Beata Kruk-Zabawa

| Week | Learning objectives | Activities (in brief) |
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| 1&2 | <p>Speak clearly and audibly with confidence and control and show awareness of the listener</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Read simple words</p> <p>Use phonic knowledge to write simple regular words</p> <p>Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation</p> | <p>Look for Me in this ABC</p> <p>Say the alphabet, try to name letters in an out of order</p> <p>Find first letters of children’s names, point to upper case and lower case letters</p> <p>Revise letter sounds</p> <p>Revise how the book works, explain title, cover, author, blurb, labels, index and caption sentence</p> <p>Matching the initial letters of different items to children’s names, making a collage picture of items beginning with the same letter</p> <p>Practise finding information in a non-fiction book</p> <p>Play a missing letter game</p> <p>Make a class book with children’s personalised pages</p> |
| 3&4 | <p>Listen to follow instructions accurately, asking for help and clarification if necessary</p> <p>Ask and answer questions, make relevant contributions, offer suggestions and take turns</p> <p>Identify the constituent parts of 2-syllable and 3-syllable words to support the application of phonic knowledge and skills</p> | <p>Shark in the Park (revisit) – story with predictable structure and patterned language</p> <p>Revise what we remember from the story, talk about what happened</p> <p>Discuss the setting of the story; look at other familiar storybooks and discuss their settings</p> <p>Act out some parts of the story</p> <p>Make up some new rhyming titles like Shark in the Park, e.g. Crow in the Snow etc; make rhyming strings of words</p> <p>Play a cumulative rhyme game using the rhymes generated for titles</p> <p>Make a book with different characters, based on the story</p> |
| 5&6 | <p>To describe story settings and and relate them to own experience and that of others</p> <p>To re-enact stories in a variety of ways</p> <p>To use patterned stories as models for their own writing</p> <p>To use awareness of grammar to decipher new words</p> <p>To write captions and simple sentences</p> <p>To recognise full stops and capital letters</p> <p>To use a capital letter for the personal</p> | <p>The Bear Who Wouldn’t Share – patterned and predictable story with familiar setting</p> <p>Read the book together, discuss the context and predict the events</p> <p>Write an invitation for a party, emphasizing the use of full stops and capital letter, revise the use of these</p> <p>Write simple sentences that describe Bear</p> <p>Predict unknown words</p> <p>Predict rhyming words</p> <p>Read the story in parts</p> <p>Write a class story based on the pattern of this story</p> <p>Answer some riddles and write own riddle</p> |

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| | pronoun “I”. | |
| 7 | Retell stories using story language Recognise and use alternative ways of spelling the phonemes already taught, and begin to know which words contain which spelling alternatives Independently choose what to write about, plan and follow it through | Kakadu Jack (Traditional story with rhymes and patterned predictable language) – revisit Shared reading of the book Look for alliterative phrases and generate some more Look at words with long vowel ‘oh’ sound and group them according to the way they are spelled Write a new version of the story together Learn how to use a story map to retell the story |

SUBJECT: Maths

YEAR GROUP: 1

TEACHER: Beata Kruk-Zabawa

| Week | Learning objectives | Activities (in brief) |
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| 1 | Know the number names and recite them in order to at least 20, from and back to zero | Number sequence to 20 Recite numbers together/ alternately in groups/ around the class forwards and backwards, starting at different numbers. Count cubes and other objects. Select the correct number card. Number names Revise number names one to ten. Introduce number names eleven to twenty. Match numerals and number names. |
| 2 | Read and write numerals from 0 to at least 20 Understand and use the vocabulary of comparing and ordering numbers Use mental strategies to solve problems set in ‘real life’ related to money Recognise coins of different values Find totals up to 10p or £10 | Number sequence to 20 Find the number after/before/between. Find the missing number. Money: addition to 10p/£10 Use 1p and £1 coins, counting out amounts up to 10p or £10. Say the amount that is 1p/2p/£1/£2 more than a given amount. Buy 2 or 3 items and find the total amount up to 10p or £10. |
| 3 | Understand the operation of addition and use the related vocabulary Begin to use the + and = signs to record mental calculations in a number sentence and to recognise the use of symbols such as □ or △ to stand for an unknown number Know by heart addition facts for all pairs of numbers with a total up to at least 5 | Addition to 5: consolidation Revise addition facts to 5, using cubes to model questions or using number lines to count on. Create number stories for the addition facts 1, 2, 3, 4 and 5. Identify addition statements that are correct/incorrect. |
| 4 | Know by heart addition doubles of all numbers to at least 5 (e.g. 4 + 4) | Doubles and near doubles Systematically build up doubles facts for addition to 10. Then extend to near doubles facts. |

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| | Identify near doubles, using doubles already known (e.g. 6 + 5) Use everyday language to describe features of familiar 3D shapes, including the cube, sphere, cylinder, cone, referring to properties such as the shape of flat faces, or the number of faces or corners | Develop quick random recall of these facts. 3D Shape Recognise and name 3D shapes using everyday names (cube, box, ball cone, tube, etc) and mathematical names (cube, cuboid, sphere, cone, cylinder). Learn new vocabulary associated with 3D shapes (rolls, slides, flat, curved, face, edge, straight, corner). Use vocabulary associated with position (near, beside, below, under, above). |
| 5&6 | Understand and use the vocabulary related to length, including problems Compare two lengths by direct comparison; extend to more than two Suggest suitable non-standard units and measuring equipment to estimate, then measure a length Count reliably at least 20 objects Recognise and predict from simple patterns and relationships | Length Compare 2 items and use vocabulary longer, shorter, taller. Compare and order 3 or more items by length. Measure length using feet, hand spans, cubes, metre sticks, straws, etc. Choose a suitable unit for measuring particular items. Estimate length. Counting to 20 Count and draw up to 20 objects. Count a number of objects within a set. Estimate then count a number of objects. |
| 7 | Understand and use vocabulary of comparing and ordering numbers Order numbers to at least 20 and position them on a number track | Comparing and ordering numbers Recognise the larger/smaller number in a pair. Recognise the largest/smallest/ number in a set of three. |

SUBJECT: Geography.. Around our school – the local area

YEAR GROUP: 1

TEACHER: Beata Kruk-Zabawa

| Week | Learning objectives | Activities (in brief) |
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| 1 | to recognise an address & understand its significance that all pupils have a personal address and that they travel to school to be aware that people have different ways of travelling to school | Where do I live? Where do other pupils live? Look at letters addressed to the school and discuss what an address is and why it is necessary. Look at our home addresses and identify the street, the number of the house, the postcode and the city. Copy our address and complete sentences about it. Discuss how we all travel to school. List the different possibilities. Make a human graph. Construct a large class graph |
| 2 | their sense of place in relation to home and school to observe the main features on the journey between school and home and to describe a route | Where is the school? Which way do I go home? Discuss which way pupils travel home and what features they observe as they are leaving school and when they get near to home. Draw maps of the journey from school to home. Use maps to recount the journey to others. |

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| 3 | to describe the features of the local environment to express views on the features to make drawings from observation, noting shape and pattern | What are our immediate surroundings like? Go outside school to observe what can be seen in the area surrounding it. Record some of the features that have been observed. Walk around the neighbourhood of the school to make observations. Discuss features that are passed. Stop to make a sketch of an interesting building. |
| 4 | to be aware of landmarks in the neighbourhood and their importance when finding your way about | What special landmarks can we see in Krakow? Talk about what a landmark is. Suggest some landmarks in Krakow. Look at photos and postcards of some landmarks. Discuss which ones are near to school. Discuss which ones are near to where we live. Draw a favourite landmark and write a sentence about it. |
| 5 | to recognise some of the uses of land and buildings in the locality to recognise the variety of buildings in the locality and begin to relate design with function in a building | What are buildings used for? Discuss why we need a school building. Discuss other buildings near to school, what they are like inside and what they are used for. Make a chart with symbols to represent each one. Visit a nearby building to look at the interior and discuss the purpose of different areas within the building. Design a rug for a local building. |
| 6 | to identify some of the uses of land and buildings in their locality to understand that these uses are linked to the work people do | What jobs do people do in our locality? Talk about the different jobs that people do in our school. Discuss the jobs that people do in other buildings near to school. In groups make a list of all the jobs that people do near to our school. Discuss jobs that people do outside locally. Make a list of outdoor jobs. Draw and write about the job that they would most like to do and why. |
| 7 | to identify suitable and safe playing areas and leisure facilities in the neighbourhood and understand the need for such facilities locally to find out how adults like to spend their leisure time | Where can we go to play and spend our leisure time? Talk about where we can go to play outside near to our home and what we can do there. Discuss whether it is a safe place and how to avoid danger and to stay safe. Discuss indoor leisure facilities that we can use. Draw a picture showing our favourite place to go and play. Write about it. Plan a survey to find out what are the favourite leisure activities of parents. Brainstorm a list of possible activities. Carry out survey. Collate results in a class graph. |

SUBJECT: Science: Pushes and Pulls

YEAR GROUP: 1

TEACHER: Beata Kruk-Zabawa

| Week | Learning objectives | Activities (in brief) |
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| 1 | to know that there are different kinds of movement to describe movement in a variety of ways | How can I move? Carry out and identify different kinds of movement. Create individual 'movement' pictures of themselves to form a class poster/collage. Label the movements on the poster. |

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| 2 | <p>to observe and describe different ways of moving</p> <p>to collect data from observations and use a simple record sheet</p> <p>to know that forces help us to move our bodies</p> <p>to begin to identify the forces involved</p> | <p>How do we move our bodies? Observe other children in the garden. Keep a tally chart of movements. Make a block graph from the information on the tally charts.</p> <p>Which direction does it move? Walk to the park and use the play equipment. Describe how it moves. Describe which parts of our bodies we use and how.</p> |
| 3 | <p>to know that forces, such as pushes and pulls, can move objects and change their direction</p> <p>to begin to understand cause and effect</p> | <p>How can we make it move? Reflect on our experience at the park and our observations of the play equipment. Use small apparatus (skipping ropes, soft balls) to experience how forces cause things to move and change direction. Visit museum of municipal engineering outdoor garden to explore pushes and pulls in action.</p> |
| 4 | <p>to understand that pushing or pulling makes things start moving</p> <p>to understand that pushing or pulling makes things stop moving</p> <p>to identify things at home and at school which are moved by pushing or pulling</p> <p>to recognise hazards and risks to themselves from moving objects</p> | <p>What makes it move? What makes it stop? Consider different ways to make a toy car start to move. Consider different ways to make a toy car on a ramp stop moving.</p> <p>Find things in the classroom that can be moved. Identify whether a push or pull is needed. Discuss how moving things can hurt us and the dangers that come from fast moving, heavy or sharp things (at home, in school, at the park).</p> |
| 5 | <p>to know that forces such as pushes, pulls and twists can change the shape of objects</p> <p>to experience the downward force of gravity</p> <p>to know that objects always fall down towards the Earth</p> | <p>How can we change the shape of something? Change the shape of play dough or plasticine, describing the forces used (pulling, pushing, twisting).</p> <p>Which way do objects fall? Why? Drop a range of objects. Establish that they all fall down. Discuss whether any objects can 'fall' upwards. Make a marble run and observe how it works. Pour water onto a water wheel and observe how it works.</p> |
| 6 | <p>to consider the wind as a force</p> <p>to know that the wind is moving air</p> <p>to know that the wind can make things move</p> <p>to know that the wind is air that pushes on things in the environment and makes them move</p> <p>to know that the wind can exert a push on</p> | <p>What is the wind? Blow bubbles outside on a windy day and watch them being blown by the wind. Make ribbon streamers and consider how they blow in the wind. Make and fly carrier bag kites.</p> <p>What can the wind push? Go on a 'windy day walk' to observe how the wind blows trees, umbrellas and themselves.</p> |

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| | their bodies | |
| 7 | that air can push on things and move them to experience the upward push (force) of water to know that water pushes upwards on objects | How can we move things without touching them? Move a table tennis ball by blowing on it using their mouth, a straw or a 'squeazy bottle'. Make a run/course for the ball to follow using items in the classroom. What other items can be moved across a table using the air from a squeazy bottle. How can water push? Push floating objects down in a tank of water and feel the water pushing up. Fill floating cups with water until they sink. Discuss what is happening. |

SUBJECT: R.E. Beliefs and Practice

YEAR GROUP: 1

TEACHER: Beata Kruk-Zabawa

| Week | Learning objectives | Activities (in brief) |
|------|---|--|
| 1 | that most faith communities have special days and places for worship that holy days are special days for worship how the holy day is celebrated at home and in the place of worship | What is a holy day? Discuss the days of the week. Which days are for work? Which days are for rest? Does anyone go to church or pray at the weekend with their family? What happens on a holy day? What is special or different? Draw a picture of a favourite weekend activity. |
| 2 | that religious artefacts often symbolise key beliefs which artefacts are significant to the religion being studied how artefacts are used | What is an artefact? Examine souvenirs that remind people of happy and sad times. Discuss memories. What would you have on your memory table to remind you of special times? Introduce religious artefact/s. Who would this/these be special for? |
| 3 | that religious festivals are celebrations of symbolic significance for believers to make connections between their own feelings and experiences of celebrations, and those of others | What is a festival? Create a time line showing months of the year. Mark school holidays and children's birthdays on the time line. Discuss any special religious festivals that are known and mark these on the time line. |
| 4 | know the main belief or teaching represented by a particular festival | What is Sukkot? Why is it a special time for Jews? Listen to the story of the Israelites wandering through the desert and how Jews now remember this by celebrating Sukkot (27/09/07). Discuss the sukkah that they build and its symbolism. In groups, children make a sukkah from a shoe box. |
| 5 | know the main belief or teaching represented by a particular festival | What is Ramadan? Why is it a special month for Muslims? Discuss what Muslims do during the holy month of Ramadan and why? Read information about Ramadan and answer questions. |
| 6 | know the main belief or teaching represented | What is Eid-al-Fitr? Why is it a special time for Muslims? |

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| | by a particular festival | Review work on Ramadan. Discuss how Ramadan ends with a big celebration called Eid and how Muslims celebrate this time. Make Eid cards. |
| 7 | that religious leaders in history influenced believers because of their relationship with God the main stories concerning religious leaders in a particular religion | What is a leader? Discuss what it means to be a leader (of an organisation, country, orchestra, etc.) Look at photos of some of the leaders in our school and discuss their jobs and responsibilities. Discuss what we know about religious leaders. What special qualities do religious leaders need to have? Look at the story of a particular religious leader and consider what made them special. |

SUBJECT: Circle Time

YEAR GROUP: 1

TEACHER: Beata Kruk-Zabawa

| Week | Learning objectives | Activities (in brief) |
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| 1 | Know that there needs to be a code of rules we all obey Understand what is right and what is wrong and why | Discuss and display Golden Rules |
| 2 | Learn to work as a team, form good relationships with adults and peers | Play introductory games, focus on getting to know each other |
| 3&4 | Recognise that people's behaviour has an impact on the feelings of others | Ups and Downs Discuss situations when we feel happy and when we feel sad. It makes me happy/sad when someone... Play games with emphasis on saying positive comments to others |
| 5&6 | Understand the importance of respecting people's special places, understand that this makes a classroom a better place to work and play | This is my place Discuss our special and favourite places at school and in the classroom. Why is our classroom special and what can we do to make it a nice place to work and play. |
| 7 | Work in an imaginary situation, dealing positively with feelings, practice in asking for help, clarifying their views of a 'safe' person, enlarging the language of feelings | Help! – when I feel lost, teased or lonely. Roleplay a situation when a child gets lost. Discuss how s/he felt. Discuss children's experience of being lost. What happened? Did they ask for help?etc. Talk about 'safe' people to ask. Discuss situations when children felt lonely or unhappy at school - how do we help? |