



New City Primary School Subject Overview  
Core Curriculum Overview Year 1  
Spring Term One 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5
<b><u>Text/Focus</u></b>	<u>Three Little Pigs</u> Recounts and autobiographical Retelling the story Character and setting descriptions	<u>Night Pirates</u> Weekend news Retelling the story Character descriptions	<u>Five Minutes Peace</u> Weekend news Retelling the story Character descriptions	<b><u>Assessment Week</u></b>	<u>Little Red Riding Hood</u> Weekend news Retelling the story Character descriptions
<b><u>Grammar</u></b>	Punctuating sentences	Capital letters and full stops	Question marks	<b><u>Assessment Week</u></b>	Exclamation marks
<b><u>Spellings</u></b>	ar words	er words ir words	ur words	<b><u>Assessment Week</u></b>	oo words
<b><u>Comprehension</u></b>	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<b><u>Assessment Week</u></b>	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning
<b><u>Writing</u></b>	Re-reading what they have written to check it makes sense Discuss what they have written with the teacher and other pupils.  To begin to use similes in writing.	Saying aloud what they are going to write about. Composing a sentence orally before writing it.	Saying aloud what they are going to write about. Composing a sentence orally before writing it	<b><u>Assessment Week</u></b>	Composing a sentence orally before writing it. Sequencing sentences to form short narratives

<p><b><u>Phonics</u></b></p>	<p><b>ar words</b> Looking at alternative graphemes. Car Bar Far Star Farm Garden</p>	<p><b>er words</b> <b>er</b> (stressed sound) - her, term, verb  <b>er</b> (unstressed sound) - butter, letter, summer, winter, greener, mixer.  <b>ir words</b> girl bird shirt skirt third</p>	<p><b>ur words</b> Fur Turn Burn Curl Hurt Church Burst</p>	<p><b><u>Assessment Week</u></b></p>	<p><b>oo words (short)</b> Look Book Took Cook Foot Wood  <b>oo words (long)</b> Moon Spoon Zoo Soon Food Root</p>
<p><b><u>Mathematics</u></b></p>	<p><b><u>Place Value</u></b> Reinforce different ways to show single digit numbers. One more, one less - make the link to <b>ordinal numbers</b></p>	<p><b><u>Fractions</u></b> Start counting in steps of 4 Recap half with strips and then find what happens when you halve a strip twice - quarters</p>	<p><b><u>Mental Strategies</u></b> Mental calculation strategies as in Term 1, picking up on any that weren't covered e.g. Number pairs for all numbers to 10. Doubling, halving, near doubles, counting on and counting back</p>	<p><b><u>Assessment Week</u></b></p>	<p><b><u>Addition - working towards written method</u></b> Work towards the written method for addition and subtraction Reinforce links to addition and subtraction using bar model.</p>
<p><b><u>Computing</u></b>  <b><u>We are Painters.</u></b>  <b><u>Online Safety</u></b></p>	<p>To describe how digital illustrations have been created.</p>	<p>To use a paint programme to create an illustration that conveys character.</p>	<p>To combine multiple illustrations into a single document.</p>	<p>To export a document in a portable format.  To retrieve previously saved work.</p>	<p>To give constructive feedback to peers about their work. To evaluate own work. To revise their</p>

					work on the basis of the feedback given.
<b><u>Science</u></b>	<p><b><u>Materials</u></b></p> <p>To classify objects and materials</p> <p>To identify what materials objects are made from</p>	<p><b><u>Materials</u></b></p> <p>To observe and describe the physical properties of materials</p> <p>To classify materials into different categories based on physical properties</p>	<p><b><u>Materials</u></b></p> <p>To investigate what materials are water proof</p> <p>To classify materials into waterproof and non-waterproof</p>	<p><b><u>Materials</u></b></p> <p>To investigate what materials float</p> <p>To conclude what materials float</p>	<p><b><u>Materials</u></b></p> <p>To investigate the best material for a parachute ( 2 lessons, plan and have a results lesson also)</p>