



New City Primary School Subject Overview
Core Curriculum Year One
Spring Term One 2016 - 2017

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Text/Focus</u>	<u>We're Going on a bear hunt</u> Weekend news Retelling the story Character descriptions	<u>Where The Wild Things Are</u> Weekend news Retelling the story Character descriptions	<u>Little Red Riding Hood</u> Weekend news Retelling the story Character descriptions	<u>The Queens Knickers</u> Weekend news Retelling the story Character descriptions	<u>Hugless Douglas</u> Weekend news Retelling the story Character descriptions	<u>Oscar Got the Blame</u> Weekend news Retelling the story Character descriptions
<u>Grammar</u>	Capital letters and full stops	Question marks	Exclamation marks	Joining words and clauses using 'and'	Grammatical terminology	Assessment
<u>Spellings</u>	er words ir words	ur words	oo words	oa words oe words ow words	ou words ow words	ue words ew words
<u>Comprehension</u>	<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.	<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.	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>Assessment</u> Assessment that covers AF1 and AF2
<u>Writing</u>	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	Composing a sentence orally before writing it. Sequencing sentences to form short narratives	Composing a sentence orally before writing it. Sequencing sentences to form short narratives	Sequencing sentences to form short narratives Writing about real events.	Sequencing sentences to form short narratives Writing about real events.

<p><u>Phonics</u></p>	<p>er words er (stressed sound) - her, term, verb</p> <p>er (unstressed sound) - butter, letter, summer, winter, greener, mixer.</p> <p>ir words girl bird shirt skirt third</p>	<p>ur words Fur Turn Burn Curl Hurt Church Burst</p>	<p>oo words (short) Look Book Took Cook Foot Wood</p> <p>oo words (long) Moon Spoon Zoo Soon Food Root</p>	<p>oa words Boat Coat Road Soap</p> <p>oe words Toe Goes</p> <p>ow words Blow Snow Show Slow Grow</p> <p>o-e words (o and the magic e) Hope Nose Note Stone Close</p>	<p>ou words Out Round Sound Cloud Sound Shout</p> <p>ow words Cow Owl How Down Town Now Clown Flower</p>	<p>ue words Blue Clue True Argue</p> <p>ew words New Flew Few Drew Blew</p> <p>u-e words Flute Tube Use Cute Prune Rude</p>
<p><u>Mathematics</u></p>	<p><u>Number</u> Count in hundred 1000; count between two multiples of 100s and 10s.</p>	<p><u>Geometry, measure & number</u> To know days of the week, hours in a day and minutes in an hour.</p>	<p><u>Number & Measure</u> Interpret 10 centilitre and 1 litre markers on a measuring jug, count in 10s centilitres from 0-100.</p>	<p><u>Geometry, measure & statistics</u> Identify 2-D shapes with equal sides and those with identical corners.</p>	<p><u>Number</u> To solve problems that involves representing sums and difference with 10p and 1p coins.</p>	<p><u>Geometry, measure & number</u> Divide a square into 4 equal parts; use the parts to share a quantity into 4; identify one quarter, one half and three quarters.</p>
<p><u>Computing</u> <u>We are Painters.</u></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.</p> <p>To retrieve previously saved work.</p>	<p>To give constructive feedback to peers about their work.</p> <p>To evaluate own work.</p>	<p>To revise their work on the basis of the feedback given.</p>

**Science
Materials.**

To identify a range of materials with different characteristics.

To explain the difference between naturally occurring and man-made material.

To alter materials by squashing, bending, twisting and stretching.

To explore how materials change when heated.
(Melting Ice)

To predict an outcome.
To plan a fair test.
To conclude an investigation.

To recap on the scientific vocabulary from the unit.