

Term 4 Curriculum Overview

Year 1

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Additive Thinking Duration	Phonemic Awareness Fluency	Ideas Grammar and Punctuation Organisation	SWPBS Resilience, Rights and Respectful Relationships (RRRR)	<u>Science</u> <i>‘People use science in their daily lives. We can see changes in the sky and the Earth.’</i> I can observe changes that occur in the sky and Earth. I understand how people use science in their daily lives. I understand the Earth’s resources are used in a variety of ways. I can participate in guided investigations, including making observations using the senses, to explore and answer questions. I can collect informal measurements using a range of methods (including drawings and provided tables), to record and sort observations.
Week 2 Oct 13					
Week 3 Oct 20	Additive Thinking Multiplication and Division				
Week 4 Oct 27	Multiplication and Division		Ideas Word Choice Grammar and Punctuation Organisation		
Week 5 Nov 3					
Week 6 Nov 10					
Week 7 Nov 17			Phonemic Awareness Comprehension Fluency		
Week 8 Nov 24					
Week 9 Dec 1	The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.				
Week 10 Dec 8					
Week 11 Dec 15					

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 4 Curriculum Overview: Mathematics

Year 1

	Essential Learning	Learning Targets
Weeks 1-2	Additive Thinking: Addition Students solve a range of addition and subtraction problems using written and mental strategies	→ I can solve addition problems with collections to 20, using a range of strategies e.g. counting on, drawing, virtual materials, partitioning and rearranging → I can model solving money problems requiring equal sharing situations (counting and subitising)
Weeks 3-4	Place Value Students model, read, write, order and represent 2 digit numbers using their understanding of place value parts.	→ I can partition 2 digit numbers into tens and ones (granular) → I can rename 10 ones as 1 ten and 10 tens as 100 → I can rename numbers up to 100
Weeks 6-8	Division Students share collections equally.	→ I can use physical materials to model and solve problems requiring equal group situations and equal sharing situations (granular) → I can draw pictures and diagrams to model and solve problems requiring equal group situations and equal sharing situations" → I can use 1:1 counting and subitising to check the accuracy of my answer → I can share a collection (up to a total of 120) into equal groups by using skip counting in 2s, 5s and 10s
Weeks 4-5	Multiplication Students represent and solve a range of multiplication problems in a variety of ways.	→ I can use skip counting in 10s to solve problems involving equal group situations (up to a total of 120) - granular → I can use skip counting in 5s to solve problems involving equal group situations (up to a total of 120) → I can use skip counting in 2s to solve problems involving equal group situations (up to a total of 120)

Term 4 Curriculum Overview: Reading

Year 1

	Essential Learning	Learning Targets
Weeks 1-8	Phonemic Awareness Phonemic awareness: which is the knowledge of sounds (phonemes) - the ability to identify and manipulate the individual speech sounds in words called phonemes.	→ I can orally manipulate and substitute medial and final phonemes to create new 1 syllable words → I can orally manipulate and substitute medial and final phonemes to create new words of more than 1 syllable
	Fluency Fluency: the ability to read accurately, quickly, and expressively. Fluent readers can focus on reading for meaning. Reading accurately and at an appropriate rate with expression.	→ can use boundary punctuation when reading to guide my phrasing. → I can use intonation when reading, in response to punctuation
Weeks 6-8	Comprehension Comprehension: the ability to extract and construct meaning from written text. Making meaning from text which includes developing knowledge of grammar (Often relating to whole text understanding)	→ I can monitor the accuracy of my reading, by using context and accurate word meaning 'to check that my reading makes sense' → I can use a range of comprehension strategies to begin to develop my inferential understanding of a text → I can describe some differences between narrative, informative and persuasive texts

Term 4 Curriculum Overview: Writing

Year 1

	Essential Learning	Learning Targets
Weeks 1-5	Ideas The piece's content – its central message and details that support that message.	→ I can borrow details from known texts to inspire my own writing (characters, events , vocabulary or structure) → I can convey a message using words and phrases, to inform → I can convey a message using words and phrases to entertain
Weeks 1-8	Grammar and Punctuation The mechanical correctness of the piece. Correct use of conventions (spelling, capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	→ I can reread my writing to check for the correct use of capital letters and full stops, some question marks and exclamation marks and make simple edits. → I consistently use question marks or exclamation marks in my writing to ask questions, express emotions or give commands.
	Organisation The internal structure of the piece – the thread of logic, the pattern of meaning.	→ I am beginning to use basic text connectives such as: 'and' 'then' to sequence ideas and events across my writing. → I am familiar with the typical structures of different text types and am beginning to include structural features in my writing for a range of purposes.
Weeks 5-8	Words Choice The specific vocabulary the writer uses to convey meaning and enlighten the reader.	→ I can consistently use a small range of verbs to represent specific actions → I am beginning to use adjectives within basic noun groups to build description. → I am beginning to use topic specific vocabulary in my writing