

## Term 2 Curriculum Overview

Year 1

	Mathematics	Reading	Writing	Concept
Week 1 Apr 24	Counting Number Sequences Directions	Decoding & MSV Comprehension Fluency	Ideas Word Choice Sentence Fluency Conventions - Grammar & Punctuation Conventions - Spelling Voice	<p style="text-align: center;"><b>Humanities - Geography</b></p> <p><i>'All places have unique features and can be cared for in different ways'</i></p> <p>I understand the reasons why some places are special and some places are important to people and how they can be looked after.</p> <p>I know the definition of places as parts of the Earth's surface that have been given meaning by people.</p> <p>I can identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently.</p> <p>I can identify how people are connected to different places.</p> <p>I can represent data and the location of places and their features by constructing tables, plans and labelled maps.</p>
Week 2 May 1	Counting Number Sequences Directions	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Word Choice Sentence Fluency Conventions - Grammar & Punctuation Conventions - Spelling Voice	
Week 3 May 8	Counting Number Sequences Directions	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Word Choice Sentence Fluency Conventions - Grammar & Punctuation Conventions - Spelling Voice	
Week 4 May 15	Counting Number Sequences	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas	
Week 5 May 22	Fractions 2D Shapes	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Organisation Word Choice Conventions - Grammar & Punctuation Voice	
Week 6 May 29	Fractions 2D Shapes	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Organisation Conventions - Grammar & Punctuation Presentation Voice	
Week 7 Jun 5	Fractions 3D Objects	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Organisation Conventions - Grammar & Punctuation Presentation Voice	
Week 8 Jun 12	Fractions 3D Objects	Decoding & MSV Comprehension Fluency	Sentence Fluency Conventions - Grammar & Punctuation Conventions - Spelling Voice	
Week 9 Jun 19	Fractions 3D Objects	Decoding & MSV Comprehension Fluency	Sentence Fluency Conventions - Grammar & Punctuation Conventions - Spelling Voice	

*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 2 Curriculum Overview: Mathematics

Year 1

	Essential Learning	Learning Targets
Week 1 - 3	<b>Directions:</b> Students give and follow directions to familiar locations	→ I can give directions to familiar locations using appropriate language of direction, including turns, direction and distance (forward, under, through, clockwise, anticlockwise)  → I can follow directions correctly to get to familiar locations when given appropriate language of direction
Week 1 - 4	<b>Counting:</b> Students connect number names and numerals to count collections up to 120	→ I can count collections to 120 by grouping numbers into their place value parts → I can connect number names and numerals up to 120, and locate them on a number line → I can identify numbers that come 'before', 'after' and 'between' given numbers to 120 → I can recall the backward number word sequence from 120, from any starting point → I can recall the forward number word sequence to 120, from any starting point
	<b>Number Sequences:</b> Students investigate, describe and continue number patterns created by skip counting by 2s, 5s and 10s.	→ I can use my knowledge of skip counting to count collections → I can skip count by 5s, starting from zero → I can skip count by 10s, starting from zero → I can skip count by 2s, starting from zero
Week 5 - 6	<b>2D Shape:</b> Students recognise and classify familiar 2D shapes	→ I can classify shapes based on their attributes and features (e.g. sides, corners) → I can identify sides and corners on common 2D shapes (circle, triangle, square, rectangle)
Week 5 - 9	<b>Fractions:</b> Students recognise and create different representations of one half.	→ I can identify different representations of halves → I can share a collection into two equal groups (halves) → I can split a shape into two equal parts (halves) → I can explain halves as two equal parts of a whole
Week 7 - 8	<b>3D Objects:</b> Students recognise and classify familiar 3D objects	→ I can explain the difference between a 2D shape and a 3D object → I can classify objects based on their attributes and features (e.g. faces, edges, vertices) → I can identify faces, edges and vertices on common 3D objects (sphere, cube, cone)

## Term 2 Curriculum Overview: Reading

Year 1

	Essential Learning	Learning Targets
Week 1 - 9	<b>Decoding &amp; MSV (<i>Meaning, Structure, Visual cues</i>):</b> Students know the relationship between sounds and letters and can use each of the 'Good Readers' skills to solve new words.	Reading an 'at level' text: <ul style="list-style-type: none"> <li>→ I can self correct if my reading doesn't look right, sound right or make sense.</li> <li>→ I can select the most effective strategies to read an unknown word.</li> <li>→ I can read blends by putting two letters together to make one sound.</li> <li>→ I can read the first 200 Oxford High Frequency words within a text, without decoding strategies.</li> </ul>
	<b>Comprehension:</b> Students use comprehension strategies to build literal and inferred meaning.	<ul style="list-style-type: none"> <li>→ I can use the front cover to make a reasonable prediction.</li> <li>→ I can connect what I read with my prior knowledge. (Text-self/text).</li> <li>→ I can visualise to help me understand what I read.</li> <li>→ I can find the answer to questions in a text.</li> <li>→ I can ask questions before, during and after reading a text.</li> <li>→ I can retell a known text in detail.</li> <li>→ I can discuss my personal preferences for texts.</li> <li>→ I can use clues in a text and my prior knowledge to answer questions. (inferring)</li> <li>→ I can infer characters' feelings in a text.</li> <li>→ I can summarise the main idea of a text (E.g. SWBST).</li> </ul>
	<b>Fluency:</b> Students identify and read word phrases as groups of words with fluency and confidence.	Reading a seen 'at level text': <ul style="list-style-type: none"> <li>→ I can read with expression.</li> <li>→ I can use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks.</li> <li>→ I can read like I am talking.</li> <li>→ I can read at an appropriate rate.</li> <li>→ I can read accurately, with some self corrections.</li> </ul>
Week 2 - 7	<b>Text Structure &amp; Purpose:</b> Students use their growing knowledge of context, text structure, purpose and language features to help them comprehend.	<ul style="list-style-type: none"> <li>→ I can describe differences between fiction and nonfiction/factual texts.</li> <li>→ I understand that texts have different purposes.</li> </ul>

## Term 2 Curriculum Overview: Writing

Year 1

	Essential Learning	Learning Targets
Week 1 - 9	<b>Ideas:</b> The piece's content – its central message and details that support that message	<ul style="list-style-type: none"> <li>→ I can convey a message using words and phrases, to inform.</li> <li>→ I can use details to expand upon my message, topic, events and ideas</li> <li>→ I can include more than one related idea in a piece of writing.</li> <li>→ I can convey a message using words and phrases to entertain.</li> <li>→ I can describe the audience and purpose of my writing pieces</li> </ul>
Week 1 -3 & 5 - 9	<b>Conventions - Grammar &amp; Punctuation:</b> The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	<ul style="list-style-type: none"> <li>→ I can reread my writing to check for the correct use of capital letters and full stops, and some question marks and exclamation marks.</li> <li>→ I am beginning to write coherent, simple sentences with subject/verb/object agreement to express an idea or event</li> <li>→ I am beginning to use question marks or exclamation marks in my writing to ask questions, express emotions or give commands.</li> </ul>
	<b>Word Choice:</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader	<ul style="list-style-type: none"> <li>→ I am beginning to use adjectives within basic noun groups to build description.</li> </ul>
	<b>Voice:</b> The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.	<ul style="list-style-type: none"> <li>→ I am beginning to include some original choices in my image selection, or idea development</li> <li>→ My writing shows some awareness of the audience</li> </ul>
Week 1 - 3 & 8 - 9	<b>Sentence Fluency:</b> The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.	<ul style="list-style-type: none"> <li>→ I am beginning to use basic text connectives within my sentences (and, then)</li> <li>→ I consistently use logical word order in my sentences</li> </ul>
	<b>Conventions - Spelling:</b> The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	<ul style="list-style-type: none"> <li>→ I can use visual knowledge to correctly write a range of words from the hundred high-frequency words</li> </ul>

Week 5 - 7	<p><b>Organisation:</b> The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<p>→ I am beginning to sequence my sentences to reflect a logical flow of ideas within my writing</p> <p>→ I am beginning to include structural features in my writing</p>
Week 6 - 7	<p><b>Presentation:</b> The physical appearance of the piece.</p>	<p>→ I can use digital images when constructing a digital text</p> <p>→ I can use software &amp; word processing programs to construct texts, typing some words correctly</p>