Term 3 Curriculum Overview

Year 1

	Mathematics	Reading	Writing	Concept
Week 1 *Jul 10*	Telling Time Place Value Revision	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Conventions - Spelling	**Digital Technologies** *'People safely use common information systems to meet information, communication and recreation needs.'* I can identify and explore digital systems for a purpose. I can collect, explore and sort data, and use digital systems to present the data creatively. I can independently and with others create and organise ideas and information using digital systems. I can follow, describe and represent a sequence of steps and decisions needed to solve simple problems. I can explore how people safely use common information systems to meet their needs.
Week 2 *Jul 17*	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Word Choice Sentence Fluency Organisation Conventions - Grammar & Punctuation Conventions - Spelling Voice	
Week 3 *Jul 24*	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Word Choice Sentence Fluency Organisation Conventions - Grammar & Punctuation Conventions - Spelling Voice	
Week 4 *Jul 31*	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Conventions - Grammar & Punctuation Conventions - Spelling Voice	
Week 5 *Aug 7*	Duration Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Organisation Conventions - Spelling	
Week 6 *Aug 14*	Duration Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Organisation Conventions - Grammar & Punctuation Conventions - Spelling Voice Presentation	
Week 7 *Aug 21*	Duration Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Word Choice Organisation Conventions - Spelling Presentation	
Week 8 *Aug 28*	Chance Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Organisation Conventions - Spelling	
Week 9 *Sep 4*	Chance Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Conventions - Spelling Presentation	
Week 10 *Sep 11*	Chance Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Conventions - Spelling Presentation	

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 3 Curriculum Overview: Mathematics

Year 1

	Essential Learning	Learning Targets
Week 1	**Place Value** Students model, read, write, order and represent 2 digit numbers using their understanding of place value parts.	➔ I can model numbers up to 100 (materials) as tens and ones ➔ I can partition numbers to 100 into their place value parts ➔ I can write numerals up to 100
Weeks 1-4	**Telling Time** Students show and tell time to the half hour	➔ I can show half past times on an analogue clock ➔ I can tell time to the half hour ➔ I can show o'clock times on an analogue clock ➔ I can tell time to the hour ➔ I can identify the minute hand and hour hand
Weeks 2-5	**Addition** Students solve a range of addition problems using written and mental strategies	➔ I can solve a range of addition problems, with two numbers below 20, using a range of strategies. ➔ I can recall and use addition facts to 10 fluently ➔ I can read, write and interpret addition number sentences using + and = symbols
Weeks 5-7	**Duration** Students explain and compare the duration of familiar events	➔ I can explain the duration of familiar events, using the appropriate time unit ➔ I can informally compare and explain different time units
Weeks 7-10	**Subtraction** Students solve a range of subtraction problems using written and mental strategies	➔ I can solve subtraction problems, with a whole that is 40 or less, using a range of strategies. ➔ I can recall and use subtraction facts from 10 fluently ➔ I can read, write and interpret subtraction number sentences using - and = symbols
Weeks 8-10	**Chance** Students use the language of chance to describe the likelihood of everyday events occurring.	➔ I can use my understanding of chance to solve everyday problems ➔ I can justify why I have described the chance of an event using the language I have chosen ➔ I can describe the chance of everyday events happening, using the language of 'will happen', 'won't happen' and 'might happen'

Term 3 Curriculum Overview: Reading

Year 1

	Essential Learning	Learning Targets
Weeks 1-10	**Decoding & MSV (*Meaning, Structure, Visual cues*):** 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: ➔ I can self correct if my reading doesn't look right, sound right or make sense. ➔ I can select the most effective strategies to read an unknown word. ➔ I can read blends by putting two letters together to make one sound. ➔ I can read the first 200 Oxford High Frequency words within a text, without decoding strategies.
	Comprehension: Students use comprehension strategies to build literal and inferred meaning.	➔ I can use the front cover to make a reasonable prediction. ➔ I can connect what I read with my prior knowledge. (Text-self/text). ➔ I can visualise to help me understand what I read. ➔ I can find the answer to questions in a text. ➔ I can ask questions before, during and after reading a text. ➔ I can retell a known text in detail. ➔ I can discuss my personal preferences for texts. ➔ I can use clues in a text and my prior knowledge to answer questions. (inferring) ➔ I can infer characters' feelings in a text. ➔ I can summarise the main idea of a text (E.g. SWBST).
Weeks 2-3, 6, 8 & 10	**Fluency:** Students identify and read word phrases as groups of words with fluency and confidence.	Reading a seen 'at level text': ➔ I can read with expression. ➔ I can use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks. ➔ I can read like I am talking. ➔ I can read at an appropriate rate. ➔ I can read accurately, with some self corrections.
Weeks 1-2, 4-5, 7 & 9	**Text Structure & Purpose:** Students use their growing knowledge of context, text structure, purpose and language features to help them comprehend.	➔ I can explain that different types of texts have different structures. ➔ I can use the structure of a text to help me comprehend. - Narrative: problem & solution - Persuasive: arguments/reasons - Information reports: facts & information ➔ I can explain when a text is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labelled diagrams, index, glossary, contents. ➔ I can explain when a text is fiction because: it tells a story, it may have characters, setting, problem, solution, fantasy.

Term 3 Curriculum Overview: Writing

Year 1

	Essential Learning	Learning Targets
Weeks 1-10	**Conventions - Spelling:** The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	➔ I am beginning to use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet) ➔ I can write words with consonants doubled after a short vowel (shopping) (RULE) ➔ I can spell simple words with split digraphs correctly (e.g. blame, tide) ➔ I can differentiate between short and long vowel sounds ➔ I am beginning to use learnt consonant digraphs to spell simple words (Eg. sheep, tooth) ➔ I can correctly write two-letter consonant blends in words ➔ I can represent all phonemes when attempting to spell one and two syllable words ➔ I can use morphemic knowledge to build word families with common suffixes, including common plurals formed by adding 's' and 'es' ➔ I can use visual knowledge to correctly write a range of words from the hundred high-frequency words
Weeks 2-3	**Sentence Fluency:** 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.	➔ I consistently write identifiable clauses often linked using 'and'.
Weeks 2-3 & 5-8	**Organisation:** The internal structure of the piece – the thread of logic, the pattern of meaning.	➔ I am beginning to include structural features in my writing ➔ I am beginning to sequence my sentences to reflect a logical flow of ideas within my writing
Weeks 2-4 & 6	**Conventions - Grammar & Punctuation:** The mechanical correctness of the piece. Correct use of conventions (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, and some question marks and exclamation marks.
	Voice: The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.	➔ I use language features such as: BIG letters, exclamation points, underlining, repetition and pictures for emphasis ➔ My writing shows some awareness of the audience
Weeks 5-8	**Ideas:** The piece's content – its central message and details that support that message	➔ I can convey a message using words and phrases, to inform. ➔ I can use details to expand upon my message, topic, events and ideas ➔ I can include more than one related idea in a piece of writing. ➔ I can convey a message using words and phrases to entertain. ➔ I can describe the audience and purpose of my writing pieces
Weeks 6-7 & 9-10	**Presentation:** The physical appearance of the piece.	➔ I can use learned formation patterns to write whole words using a combination of upper and lower case letters. ➔ I can use digital images when constructing a digital text