Term 4 Curriculum Overview

Year One

	Mathematics	Reading	Writing	Concept
Week 1 *Oct 2*	**Subtraction and Addition** **Chance** **Measurement: Length**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Word Choice** **Sentence Fluency** **Organisation** **Conventions - Grammar & Punctuation** **Conventions - Spelling** **Voice**	**Science** *'People use science in their daily lives. We can see changes in the sky and the Earth.'* *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 9*	**Patterns** **Measurement: Length**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Word Choice** **Sentence Fluency** **Organisation** **Conventions - Grammar & Punctuation** **Conventions - Spelling** **Voice**	
Week 3 *Oct 16*	**Patterns** **Measurement: Mass**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Word Choice** **Sentence Fluency** **Organisation** **Conventions - Grammar & Punctuation** **Conventions - Spelling** **Voice**	
Week 4 *Oct 22*	**Patterns** **Measurement: Mass**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Word Choice** **Sentence Fluency** **Organisation** **Conventions - Grammar & Punctuation** **Conventions - Spelling** **Voice**	
Week 5 *Oct 29*	**Division** **Measurement: Capacity**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Organisation** **Conventions - Spelling**	
Week 6 *Nov 6*	**Division** **Measurement: Capacity**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Organisation** **Conventions - Spelling**	
Week 7 *Nov 13*	**Division** **Multiplication** **Measurement**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	
Week 8 *Nov 20*	**Multiplication** **Measurement**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**		
Week 9 *Nov 27*	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*		
Week 10 *Dec 4*				
Week 11 *Dec 11*				

Week 12 *Dec 18*				

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 One

	Essential Learning	Learning Targets
Week 1	**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
	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
	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'
Weeks 2-4	**Patterns** Students investigate and describe patterns formed by objects and drawings	➔ I can identify missing elements in repeating and growing patterns that involve drawings and objects ➔ I can identify the rule of repeating and growing patterns, explaining how the rule is being repeated ➔ I can create growing patterns with drawings and objects ➔ I can continue growing patterns with drawings and objects
Weeks 1-9	**Measurement** Students use informal units of measurement to order objects based on length, mass and capacity.	➔ I can explain why I need to use the same unit of measurement to compare the length, mass or capacity of objects. ➔ I can measure and compare the capacity of two objects using informal units ➔ I can measure and compare the mass of two objects using informal units (hefting) ➔ I can measure and compare the length of two objects using informal units
Weeks 5-7	**Division** Students share collections equally.	➔ I can identify and explain practical situations where sharing results in a remainder ➔ I can share a collection equally using concrete materials ➔ I can explain what it means to share equally
Weeks 7-8	**Multiplication** Students represent and solve a range of multiplication problems in a variety of ways.	➔ I can explore the connection between multiplication and division (Cannot be assessed until after students have gone through both multiplication and division learning cycles). ➔ I can represent and solve simple multiplication problems using arrays ➔ I can represent and solve simple multiplication problems using groups ➔ I can represent and solve multiplication problems using repeated addition ➔ I can read, write and interpret multiplication statements using groups of (multiplication) and is (equals) ➔ I understand that multiplication is the result of combining groups of equal amount

Term 4 Curriculum Overview: Reading

Year One

	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.
	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.
	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
Weeks 1-4 & 9-10	**Comprehension:** Students use comprehension strategies to build literal and inferred meaning.	➔ I can connect what I read with my prior knowledge. (Text-self/text). ➔ I can find the answer to questions in a text. ➔ I can retell a known text in detail. ➔ 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).

Term 4 Curriculum Overview: Writing

Year One

	Essential Learning	Learning Targets
Week 1-4	**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 consistently write capital letters for some proper nouns (names of people and days of the week) ➔ I consistently mark the start of a sentence with a capital letter and the end of a sentence with a full stop. ➔ I can reread my writing to check for the correct use of capital letters and full stops, and some question marks and exclamation marks.
	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
	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 use logical word order in my sentences ➔ I consistently write identifiable clauses often linked using 'and'. ➔ I am beginning to use basic text connectives within my sentences (and, then)
Week 1-6	**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 convey a message using words and phrases to entertain. ➔ I can describe the audience and purpose of my writing pieces
	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
	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