



Birchfield PRIMARY SCHOOL

Year 1 Curriculum Overview Term 3.2

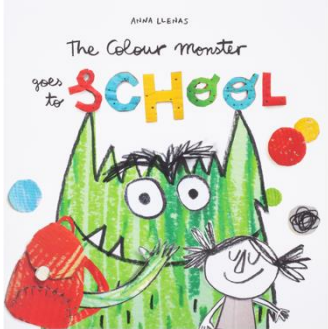
Teaching Team:
Miss Nguyen, Miss Rock, Miss Ilyas.
SLT: Mrs Saboor

PE Days: Tuesday and Thursday.

On these days, children must be wearing their P.E kits. This includes a white t-shirt, black joggers, trainers, and no jewellery.

Homework: Workbooks and reading books must be returned to school by **Tuesday**.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	<u>“What were Victorian schools like?”</u>
Significant People	<p>Samuel Wilderspin (1791-1866), one of the founders of modern schooling, had a profound impact on educational practice and the design of schools. Wilderspin first developed the school playground and new ways of teaching that continue today. Wilderspin opened 2000 schools across the United Kingdom in the Victorian times, including one called Queen Street School in Barton-upon-Humber. He worked there as a teacher until he retired in 1848.</p>
Class Texts	<p><u>Title: The Colour Monster Goes to School</u> <u>Author: Anna Llenas</u> The Colour Monster navigates his way through his first day of school!</p> <p><u>Title: Going to School: Comparing Past and Present</u> <u>Author: Rebecca Rissman</u> Going to School compares and contrast modern and historical scools.</p> 
Reading	<p>Domain 1a: Draw on knowledge of vocabulary to understand texts. Test technique: Extended constructed response and find and copy a word/phrase/ group of words that suggest/means the same.</p> <p>In reading, children will be reading 'The Colour Monster Goes to School'. They will learn how to draw upon their knowledge of known words to understand the text and begin to explain and comment on the author's use of language and the impact on the reader. During this half term, they will be looking at the language used in the book to help them understand the text. They will also be looking at a range of poems, communicating their thoughts about poems read to them, reciting a simple poem and creating their own short poem.</p>
Writing	<p>This half term, children will be writing a formal letter to a Victorian head teacher, informing them about what Birchfield school is like today. They will then identify the language and organisational features of poems and learn how to write their own poem based on schools. Children will also learn how to write a fact file based on schools and summer. The children will then consolidate previously taught writing skills and write instructions on how to play a Victorian game and how to make Victorian gruel.</p>

<p>Maths</p>	<p>In maths, children will explore new units of learning, Place Value (within 100), Time and Money. Children will practise counting to 100, building on their knowledge of place value to 50 from the Spring term. Children will explore counting of numbers 50 to 100, both forwards and backwards. They will use representations such as hundred squares to point to the numbers written in numerals while counting. Children will then further develop their understanding of place value for 2-digit numbers and will learn how to partition numbers to 100. During our Money unit, children will be introduced to the idea that groups containing or representing the same number of things can be treated as ones. They will then explore and recognise the value of different denominations of coins and notes. Children will use their knowledge of the values of coins to count in coins and solve problems by counting in 2s, 5s and 10s. In our Time unit, children will learn the sequence of the days in a week and name and sequence the months within a year. Children will then be introduced to telling the time to the hour and to the half hour using an analogue clock.</p>
<p>History</p>	<p>During this half term, children will compare schooling in the Victorian era to their experiences today. They will investigate what schools were like during the Victorian period using first-hand accounts (fiction texts) and hot seating activities. Children will explore images of different classroom artefacts and consider how the artefacts are the same or different to the classroom resources used today. They will also have the opportunity to take part in a typical Victorian lesson and practice forming letters and numbers using ink pens, chalk boards and chalks. The children will then explore the life of Samuel Wilderspin and the impact of Wilderspin's work on schools in the present day.</p>
<p>Science</p>	<p>In science, children will build on their knowledge around the season, Summer. They will learn how to keep safe in the sun and how the length of day varies throughout the year. In our 'Animal Parts' project, the children will explore how pets should be cared for, including what they eat and where they live. Children will learn how to identify and name a variety of common animals that are carnivores, herbivores, and omnivores. They will group and sort a variety of common animals based on the foods they eat.</p>
<p>Design and Technology</p>	<p>In our 'Chop, Slice and Mash' project, children will learn about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing, and grating. They will use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.</p>
<p>Music</p>	<p>In the unit, 'Reflect, Rewind and Replay', the children will consolidate on the learning that has occurred during the year. Learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>Computing</p>	<p>During this half term, children will develop their understanding of the various aspects of using a computer to create and manipulate text. They</p>

	<p>will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>
PSHE	<p>In PSHE, the children will continue their learning on the topic- 'Who keeps us safe?'. They will then be introduced to the question-'How can we look after each other and the world?' They will explore how kind and unkind behaviour can affect others, how to be polite and courteous, their responsibilities, how people and animals need to be cared for and investigate what can harm the local and global environment.</p>
RE	<p>In R.E, the children will be introduced to the dispositions, 'Remembering Roots' and 'Being Hopeful and Visionary'. They will learn about the origins of the celebration of Eid ul Fitr and Hajj rituals.</p>
PE	<p>Invasion- In this unit, children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>

Knowledge Organisers: Enquiry

School Days

Time words and phrases

The **past** describes a time before the present. The words 'last' and 'ago' are often used to explain when something happened in the past.

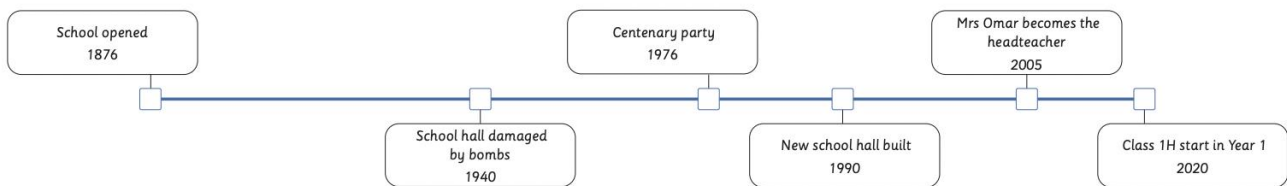
The **present** describes the time now.

The **future** describes a time that hasn't happened yet. The word 'next' is often used to describe when something will happen in the future.

past	present	future
yesterday	now	tomorrow
days ago	today	next week
weeks ago		next year
last month		
a long time ago		

Timelines

A timeline shows information in chronological order. This timeline shows important events in the history of a school. The opening of the school is on the left-hand side because it happened first. The present day is on the right-hand side because it shows the most recent events.



Victorian era

The Victorian era was the time from 1837 to 1901 when Queen Victoria was the monarch of the United Kingdom.

Queen Victoria

Queen Victoria was loved by her people. She ruled the United Kingdom and the people in other countries who were part of the British Empire.



Industrial Revolution

Victoria became queen during the start of the Industrial Revolution. At this time, new machines were invented and factories were built. The Industrial Revolution made the United Kingdom a very powerful and rich country.



New inventions

Electric light bulbs, telephones, motor cars, bicycles, postage stamps and Christmas cards were all invented during the Victorian era.



Rich people

Rich Victorian people lived in large houses and were looked after by servants. Rich children had beautiful clothes and many toys. They went to boarding school or were taught at home.



Poor people

Poor Victorian people lived in small houses and worked in factories, coal mines and mills. Poor children wore rags and had little food to eat. Many went to work instead of going to school.



Leisure time

Seaside holidays, visiting museums and art galleries and spending time in public parks became popular in the Victorian era.



Victorian schools

Lessons

Reading, writing and arithmetic were called the three Rs. They were the most important lessons in Victorian schools alongside religious education. Other lessons included needlework for girls and woodwork for boys.



Classrooms

Some classrooms held up to 70 or 80 children. Boys and girls sat separately. Children sat in rows and faced the front. The teacher used a blackboard and wrote with chalk. Children wrote on slates with slate pencils.



Teachers

Most teachers were very strict in Victorian times. They expected children to behave well and be clean and tidy. They punished children who misbehaved or didn't work hard enough.



Punishments

There were many punishments in Victorian classrooms. Teachers hit children with a cane if they misbehaved or made them wear a dunce's hat if they hadn't worked hard enough.



Samuel Wilderspin

Samuel Wilderspin was a teacher who is known as the founder of infant education. He had enjoyed learning at home and looked forward to going to school. When he started school he didn't like the strict teachers or the boring lessons. He believed that children should enjoy school and be happy. He invented the school playground so children could play outside.



Samuel Wilderspin (1791–1866)

Glossary

arithmetic	Adding, subtracting, multiplying and dividing.
cane	A long piece of wood or bamboo that was used to punish children in the Victorian era.
centenary	The 100 year anniversary of a place or event.
chronological	The order in which events happened.
dunce's cap	A cone-shaped hat with a letter D on the front, which was worn by children in the Victorian era as a punishment.
invention	Something new that has never been made before.
monarch	A king or queen who rules a kingdom.
punishment	An unpleasant experience or task given to someone who has broken a rule.
strict	Following and enforcing rules exactly.

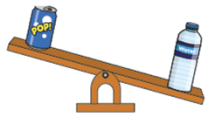
Knowledge Organisers: Maths

Year 1 Maths Knowledge Organiser – Weight and Mass

Topic Coverage

- Weight and Mass**
- Heavy and light objects
 - Measuring mass (non-standard)
 - Comparing mass
 - Full and empty
 - Compare volume
 - Measure capacity (non-standard)
 - Compare capacity

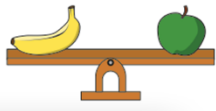
Identifying objects that are heavy and light



The can is heavier than the bottle.

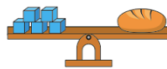


The banana is lighter than the flour.

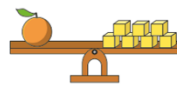


The apple and banana weigh the same.

Measuring Mass



The mass of the loaf of bread is 5 cubes.



The mass of the orange is 7 cubes.

The orange is heavier than the loaf of bread.

Key vocabulary

weight	How heavy or light something is.
mass	The amount of matter an object contains.
compare	Comparing the size of a quantity
weighing scale	Used to weigh an object.
capacity	The amount something can hold.
volume	The amount of space a shape or object takes.

Year 1 Maths Knowledge Organiser- Mass and Weight

Full and Empty



nearly full



nearly empty

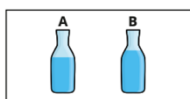


empty

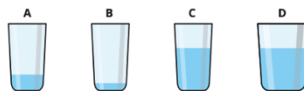


full

Comparing Volume



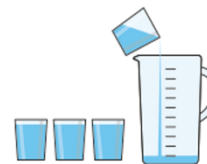
Container A has less water than container B.



Glass D has the greatest volume.

Measuring Capacity

4 glasses of water fill 1 jug.



8 glasses will fill 2 jugs.

Comparing Capacity

Max and Kim are measuring the capacities of two jugs.



I used 4 cups to fill my jug.



I used 3 cups to fill my jug.



Max's jug has the greater capacity because he used 4 cups of water to fill his jug.

Year 1 Maths Knowledge Organiser – Multiplication and Division

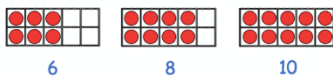
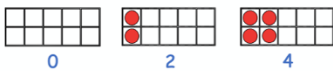
Topic Coverage

- Multiplication and Division**
- counting in 2s
 - counting in 10s
 - counting in 5s
 - recognising equal groups
 - adding equal groups
 - making arrays
 - making doubles
 - making equal groups by grouping
 - making equal groups by sharing

Key Vocabulary

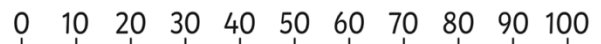
tens	10 ones.
ones	Value of 1.
digit	A number.
altogether	The total amount.
array	Arranging things in rows and columns
double	A number that is twice as large as the given number.
equal groups	Each group has the same number of objects.
sharing	Splitting into equal parts or groups.

Counting in 2s



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Counting in 10s



Counting in 5s



Recognising equal groups

There are 3 equal groups of 2.

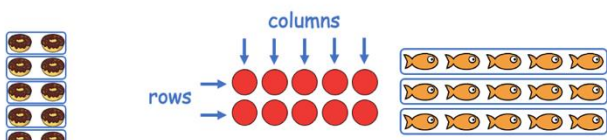
Adding equal groups



There are 3 equal groups.
There are 2 in each group.

$10 + 10 + 10 = 30$
There are 30 fish altogether.

Making arrays



There are 5 rows of 2.
There are 10 altogether.

There are 3 rows of 5.
There are 15 altogether.

Making doubles

Double 1 is 2

Double 2 is 4

Double 3 is 6

Double 4 is 8

Double 5 is 10

Double 6 is 12

Double 7 is 14

Double 8 is 16

Double 9 is 18

Double 10 is 20

Making equal groups of grouping



There are 6 altogether.
There are 3 equal groups of 2.

20 has been sorted into 4 equal groups of 5

Making equal groups of sharing

There are 8 muffins.
They are shared equally between 2 plates.
There are 4 muffins on each plate.

This array has 3 rows.

Each bag has 5 sweets.


Knowledge Organisers: Science

Animals Including Humans

Year 1

Key Vocabulary	
amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.
birds	All birds have a beak, two legs, feathers and wings.
fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
mammals	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
reptiles	All reptiles breathe air. They have scales on their skin.
carnivore	Animals that mostly eat other animals (meat) are carnivores.
herbivore	Animals that only eat plants are herbivores.
omnivore	Animals that eat both plants and other animals are omnivores.

Mammals



human mouse dog cow

Birds




penguin chicken flamingo robin

Fish



goldfish tuna shark eel

Reptiles



snake tortoise lizard alligator

Amphibians




frog toad newt salamander

Seasonal Changes - Spring and Summer


Year 1

Key Vocabulary	
seasons	In places like the UK, there are four seasons each year, autumn, winter, spring and summer .
spring	In spring , the weather starts to get warmer. The leaves begin to grow on the trees and some trees may blossom (have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer.
summer	In summer , the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season .

spring



summer



The Four **Seasons**

<p>autumn September October November</p>	<p>winter December January February</p>
<p>spring March April May</p>	<p>summer June July August</p>

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Home Learning and Useful Links:

This half term our school value will be '**Resilience**'. Please discuss what this means with your child.

Please talk to your children about the Knowledge Organisers and the key information and vocabulary.

Please ensure that your child reads to an adult at home every day. We would like an adult to make a comment in the reading diary every week. Please return the reading books by **Tuesday** so they can be changed.

Year 1 have their spelling test every Friday. Please ensure that your child is practising their words in readiness for their test.

Research **Samuel Wilderspin** - Who was he? What did he achieve in his life?

Maths interactive games-

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.ictgames.com/mobilePage/hundredSq/index.html>

<https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

<https://www.youtube.com/watch?v=h6udqW6VhWg>

Phonics interactive games-

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/Search.aspx?q=phonics%20games%20year%201>