



YEAR ONE SPRING TERM CURRICULUM

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role
- continue to develop reading for pleasure by sharing stories, poems and rhymes.
- continue to immerse children in high quality literature

As Readers:

- respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in word, read common exception words, read aloud books that are consistent with developing phonic knowledge
- explore the key texts 'Hermelin' and 'Where the Wild Things are' as vehicles for learning about key language features of fiction texts

As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower case letters in the correct direction, starting and finishing in the correct place
- form capital letters
- form digits 0-9
- combine words to make sentence
- join words and clauses using 'and', 'so', 'because', 'but'
- reinforce plural noun suffix -s -es
- begin to use suffix added to verbs -ing, -ed, -er
- how prefix un- changes the meaning of verbs and adjectives
- leave spaces between words
- write simple narratives based on those they have read (a detective story and a portal story)
- write a letter to recount
- write a non-chronological report to inform
- complete a dictated exercise using common exception words

As Mathematicians:

Place value (within 20)

- count, read and write forwards and backwards from any number 0 to 20
- know the symbols for equals, greater than and less than
- count one more and one less within 20
- compare and order groups of objects within 20
- compare and order numbers within 20

Addition and subtraction

- find number bonds for numbers within 20
- use part whole model to solve simple addition and subtraction problems
- learn fact families to make links between addition and subtraction

Place value (within 50)

- count, read and write forwards and backwards from any number 0 to 50
- partition numbers within 50 using tens and ones
- count one more and one less within 50
- compare and order groups of objects within 50
- compare and order numbers within 50

Length and Height

Compare, describe and solve practical problems for:

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half.
- Measure and begin to record length and height.

Weight and Volume

compare, describe and solve practical problems for:

- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Measure and begin to record weight and volume.

<p><u>As Scientists:</u></p> <p><u>Seasonal Change</u> *To observe seasonal changes from winter to spring. *To observe and describe the different weather associated with the seasons and day length.</p>	<p><u>As Computing Scientists:</u></p> <p><u>Lego Builders</u> *To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. *To follow and create simple instructions on the computer. *To consider how the order of instructions affects the result.</p> <p><u>Technology</u> *To walk around the local community and find examples of where technology is used. *To record examples of technology outside school.</p> <p><u>Maze Explorers</u> *To understand the functionality of the direction keys. *To understand how to create and debug a set of instructions (algorithm). *To use the additional direction keys as part of an algorithm. *To understand how to change and extend the algorithm list. *To create a longer algorithm for an activity. *To set challenges for peers. *To access peer challenges set by the teacher as 2Dos</p> <p><u>Key Apps</u> Purple Mash</p>	<p><u>As Historians:</u></p> <p><u>School Days</u> *Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. *Learn about significant historical events, people and places in their own locality. *events beyond living memory that are significant nationally or globally [the Great Fire of London] *Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. *Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. [Queen Victoria, Samuel Wilderspin]</p>	<p><u>As Geographers:</u></p> <p><u>School Days</u> *Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. *Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Bright Lights, Big City</u> *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. *Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</p>	<p><u>As Musicians:</u> *Play a clapping game while singing sing a song</p> <p>*Sing a song, recognising changing speeds</p> <p>*Invent new lyrics and clapping patterns</p> <p>*Add a pitched melody to a song</p> <p>*Play a three-note accompaniment accurately</p> <p>*Use provided rhymes to make up new lyrics and moves</p>
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			<p>construct basic symbols in a key.</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>	
<p>Key Vocabulary:</p> <p>deciduous, evergreen, leaves, berries, fruit, season, winter, autumn, spring, summer, daylight, month, year,</p>	<p>Key Vocabulary:</p> <p>criteria, groups, sort, algorithm, code, computer, debugging, instructions, program, technology, direction, route, challenge, instruction, undo, command, left, right, unit.</p>	<p>Key Vocabulary:</p> <p>Arithmetic, cane, centenary, chronological, dunce's cap, invention, monarch, punishment, strict, Victorian,</p>	<p>Key Vocabulary:</p> <p>Bakery, capital city, cathedral, city, country, landmark, physical feature, human feature, queen, settlement.</p>	<p>Key Vocabulary:</p> <p>pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>
<p><u>As Artists:</u></p> <p><u>Street View</u></p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>*To draw or paint a place from memory, imagination or observation.</p> <p>*To learn about the work of a range of artists, craft makers and designers (James Rizzi).</p> <p>*To describe and explore the work of a significant artist (James Rizzi).</p> <p>*To identify similarities and differences between two or more pieces of art.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>*To identify and use paints in the primary colours (yellow, blue, red).</p> <p>* To know that secondary colours are made by mixing primary colours. The secondary colours are purple, green and orange.</p>	<p><u>For spiritual and moral development, children will be learning about:</u></p> <p>*Who is Jesus?</p> <p>*Where was Jesus going?</p> <p>*How did he get there?</p> <p>*Why did Jesus die?</p> <p>*What was the surprise?</p>	<p><u>Enhancements, Visits & Key Dates:</u></p> <p>*Visits to St. Michael's Church</p> <p>*Walk around local area to spot simple geographical human and physical features.</p> <p>*Garden Party to introduce the Bright Lights Big City topic.</p> <p>*Visit from a parent or community member who attended BHHIS</p>	<p><u>As Respectful Responsible Citizens:</u></p> <p><u>Dreams and Goals</u></p> <p>*Class rules/contributing to life of classroom.</p> <p>*Set simple goals to achieve</p> <p>*Work out how to achieve dreams and goals.</p> <p>*Understand how to work well with a partner.</p> <p>*Take on a new challenge and stretch my learning.</p> <p>*Overcome obstacles within a challenge.</p> <p>*Describe and explain feelings relating to overcoming a challenge.</p> <p><u>Healthy Me</u></p> <p>*To understand the difference between being healthy and unhealthy.</p>	<p><u>As Design Technologists:</u></p> <p><u>Taxi!</u></p> <p>*To investigate wheels, axles and chassis by exploring and using everyday materials.</p> <p>*To know an axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</p> <p>* To use wheels and axles to make a simple moving model.</p> <p>*To know axles and wheels can be attached to chassis in different ways.</p> <p>*To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>*To create a design to meet simple design criteria.</p>

<p>* To use a range of materials creatively to design and make products.</p> <p>*To know that form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the surface.</p> <p>*To produce creative work, exploring their ideas and recording their experiences.</p> <p>* To know that a mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.</p> <p><u>Bright Lights, Big City</u></p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>*To draw or paint a place from memory, imagination or observation.</p> <p>*To describe and explore the work of a significant artist (Stephen Wiltshire).</p>			<p>*To know some ways to keep myself healthy.</p> <p>*To know how to make healthy lifestyle choices.</p> <p>*To know how to keep myself clean</p> <p>To understand how germs can cause disease/illness.</p> <p>*To know that household products can be harmful if not used properly.</p> <p>*To understand how medicines can help and how to use them safely.</p> <p>*To know how to keep safe when crossing the road.</p> <p>*To know ways to keep my body safe and healthy.</p>	<p>*To explore and use mechanisms (for example, levers, sliders, wheels and axles), in their taxi product.</p> <p>* To use wheels and axles to make a simple moving model.</p> <p>*To evaluate their ideas and products against their design criteria of a taxi.</p> <p>*To talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>
<p><u>Key Vocabulary:</u></p> <p>3-D effect, artwork, artist, composition, form, pop art, subject, texture, murals, colour, primary colours, secondary colours, memory, landmark, imagination.</p>	<p><u>Key Vocabulary:</u></p> <p>Friendship, Jesus, Christian, beginning, New Testament, Son of God, miracle worker, Palm Sunday, event, Easter, Good Friday.</p>		<p><u>Key Vocabulary:</u></p> <p>Success, achievement, goal, process, teamwork, challenge, stretch, learning, obstacle, overcome, feelings, celebration</p>	<p><u>Key vocabulary</u></p> <p>axle, wheel, tyre, chassis, vehicle, move, design, evaluate, headlights, roof, seats.</p>

Wider texts**Spring 1****Fiction**

Little Mouse's Big Book of Fears by Emily Gravett
Fierce Grey Mouse by Chantal Bourgonje
Meerkat Mail by Emily Gravett
Stickman by Julia Donaldson
The Way Back Home by Oliver Jeffers

Non Fiction

My First Book of London by Charlotte Guillain
Big Picture Book of London by Rob Lloyd Jones
The Great Fire of London by Susanna Davidson
Weather and the Seasons by DK
A Stroll Through the Seasons by Kay Barnham
The Queen's Hat by Steve Antony
Paddington at the Palace by Michael Bond
The New Royal Baby by Timothy Knapman
Katie in London by James Mayhew
London (Capital Cities of the UK) Chris Oxlade and Anita Ganeri

Wider texts**Spring 2****Fiction**

We're Going on a Bear Hunt by Michael Rosen
Rosie's Walk by Pat Hutchins
William & the Missing Masterpiece by Helen Hancocks
The Antlered Ship by Dashka Slater
In The Night Kitchen by Maurice Sendak
Dr. Xargle's Book of Earthlets by Jeanne Willis and Tony Ross
Dr. Xargle's Book of Earth Mobiles by Jeanne Willis and Tony Ross
Encyclopaedia Prehistorica Dinosaurs by Matthew Reinhart and Roberta Sabuda

Non Fiction

Mapping a School by Jen Green
Going to School: Comparing Past and Present by Rebecca Rissman
Education Through the Years by Clare Lewis
Children in History: Victorians by Kate Jackson Bedford
If I Built a School by Chris Van Dusen
Whiffy Wilson: The Wolf who wouldn't go to school by Caryl Hart