



## 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><b><u>As Scientists:</u></b></p> <p><b><u>Seasonal Change</u></b>          *To observe seasonal changes from winter to spring.          *To observe and describe the different weather associated with the seasons and day length.</p> <p><b><u>Plants</u></b>          *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.          *Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b><u>As Computing Scientists:</u></b></p> <p><b><u>Lego Builders</u></b>          *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><b><u>Technology</u></b>          *To walk around the local community and find examples of where technology is used.          *To record examples of technology outside school.</p> <p><b><u>Maze Explorers</u></b>          *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><b><u>Key Apps</u></b>          Purple Mash</p>	<p><b><u>As Historians:</u></b></p> <p><b><u>School Days</u></b>          *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><b><u>As Geographers:</u></b></p> <p><b><u>Weather Watchers</u></b>          *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.          *To know different types of extreme in hot and cold places.          *To locate the equator.          *To locate the poles.</p>	<p><b><u>As Musicians:</u></b>          *Play a clapping game while singing sing a song          *Sing a song, recognising changing speeds          *Invent new lyrics and clapping patterns          *Add a pitched melody to a song          *Play a three-note accompaniment accurately          *Use provided rhymes to make up new lyrics and moves</p>
<p><b><u>Key Vocabulary:</u></b>          deciduous, evergreen, leaves, berries, fruit, season, winter, autumn, spring, summer, daylight, month, year, light, warmth, water, weather. Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, evergreen, deciduous , oak, holly hawthorn, birch, elder, rowan , ash, horse chestnut , yew, sycamore, beech, lime,</p>	<p><b><u>Key Vocabulary:</u></b>          criteria, groups, sort, algorithm, code, computer, debugging, instructions, program, technology, direction, route, challenge, instruction, undo, command, left, right, unit.</p>	<p><b><u>Key Vocabulary:</u></b>          Arithmetic, cane, centenary, chronological, dunce’s cap, invention, monarch, punishment, strict, Victorian,</p>	<p><b><u>Key Vocabulary:</u></b>          Weather, seasons, pattern, equator, hot, poles, cold, extreme, storms, rain, drought, wild fires, wind, heatwave.</p>	<p><b><u>Key Vocabulary:</u></b>          pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>

<p><b><u>As Artists:</u></b></p> <ul style="list-style-type: none"> <li>*Identify primary and secondary colours on the colour wheel</li> <li>*Create a colour wash and blending</li> <li>*Create a stippling technique and pointillism</li> </ul>	<p><b><u>For spiritual and moral development, children will be learning about:</u></b></p> <ul style="list-style-type: none"> <li>*Know some of the similarities and differences between their home and a Jewish home</li> <li>*To know about some key Jewish artefacts</li> <li>*To understand why Shabbat is important in Jewish life and worship</li> <li>*To know and understand some of the Ten Commandments</li> <li>*Signs of new life</li> <li>*To know what happened on Palm Sunday</li> <li>*To know what is special about the Last Supper</li> <li>*To know why Jesus was crucified</li> <li>*To know why the Resurrection matters to Christians</li> </ul>	<p><b><u>Enhancements, Visits &amp; Key Dates:</u></b></p> <ul style="list-style-type: none"> <li>*Trip to Ness Gardens</li> <li>*Visit from a parent or community member who attended BHHIS</li> </ul>	<p><b><u>As Respectful Responsible Citizens:</u></b></p> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>*Class rules/contributing to life of classroom.</li> <li>*Set simple goals to achieve</li> <li>*Work out how to achieve dreams and goals.</li> <li>*Understand how to work well with a partner.</li> <li>*Take on a new challenge and stretch my learning.</li> <li>*Overcome obstacles within a challenge.</li> <li>*Describe and explain feelings relating to overcoming a challenge.</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>*To understand the difference between being healthy and unhealthy.</li> <li>*To know some ways to keep myself healthy.</li> <li>*To know how to make healthy lifestyle choices.</li> <li>*To know how to keep myself clean</li> <li>To understand how germs can cause disease/illness.</li> <li>*To know that household products can be harmful if not used properly.</li> <li>*To understand how medicines can help and how to use them safely.</li> <li>*To know how to keep safe when crossing the road.</li> <li>*To know ways to keep my body safe and healthy.</li> </ul>	<p><b><u>As Design Technologists:</u></b></p> <ul style="list-style-type: none"> <li>*Explore and investigate what is a sculpture</li> <li>*Identify and describe the differences between human made and natural sculptures</li> <li>Name materials and methods used to create and form human made and natural sculptures</li> <li>*Know that a person who makes sculptures is called a sculptor</li> <li>*Design and make a sculpture</li> <li>*Make observations about the work of Andy Goldsworthy</li> <li>*Articulate creative decisions and how sculptures were made</li> </ul>
<p><b><u>Key Vocabulary:</u></b></p> <p>Blending, mixing, colour, primary, secondary, colour wheel, stippling, stencil, washes, pointillism,</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Judaism, Moses, Abraham, Torah, Sabbath / Shabbat, Passover / Pesach, Mezuzah Seder, Tallit, Synagogue,</p>		<p><b><u>Key Vocabulary:</u></b></p> <p>Success, achievement, goal, process, teamwork, challenge,</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Sculpture, human made, natural, connect, join, build, sculpt, carve, material, stone, metal, bronze,</p>

bristles, optical mixing, shading, tone, dark and light .	Prayer, Belief, Worship, Questions, mysteries, symbols, Easter, New Life, Last Supper, Palm Sunday, Crucifixion , Good Friday, Resurrection, Easter Sunday, Beliefs, Celebration, Festival, Forgiveness, regret, Holy Week, Life Cycle, Jerusalem, Disciples, Friendship, Betrayal, Symbols, Remembrance.		stretch, learning, obstacle, overcome, feelings, celebration	wood, plastic, sculptor, Andy Goldsworthy, shell, honeycomb, web, silk, twigs, shell, pinecone, leaves, moss, sort, stack, pattern, colour, tone, structure, tube, triangle, cube, twigs, shelter, camouflage, design.
<p><b><u>Wider texts</u></b> <b><u>Spring 1</u></b></p> <p><b><u>Fiction</u></b> Little Mouse’s Big Book of Fears by Emily Gravett Fierce Grey Mouse by Chantal Bourgonje Stickman by Julia Donaldson The Way Back Home by Oliver Jeffers Traction Man by Mini Grey The Greatest Show on Earth by Mini Grey The Pea and the Princess by Mini Grey</p> <p><b><u>Non Fiction</u></b> Weather and the Seasons by DK How do we measure the weather by Nancy Dickmann</p>		<p><b><u>Wider texts</u></b> <b><u>Spring 2</u></b></p> <p><b><u>Fiction</u></b> We’re Going on a Bear Hunt by Michael Rosen Rosie’s Walk by Pat Hutchins William &amp; 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</p> <p><b><u>Non Fiction</u></b> 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</p>		