



# Year 1

## Parent Curriculum Information

### Spring Term 2024

#### English

<p><b>Class Novel:</b> Spring 1: A Bear Called Paddington by Micheal Bond. Spring 2: Sona Sharma: Looking After Planet Earth by Chitra Soundar.</p>	<p><b>Poetry:</b> Performance Poem: What We Found at the Seaside by Kate Williams Poetry Form: List poems</p>
<p><b>Core Text: Aesop’s Fables – The Hare and The Tortoise</b> <i>Part of the traditional tales thread.</i> <b>Written Outcome</b> Re-telling of the story</p> <p><b>Core Text: Reptiles by Angela Layton</b> <i>Use as a mentor text to show children how a non-fiction book is presented and written</i> <b>Written Outcome</b> Information Text</p> <p><b>Fatou Fetch the Water by Neil Griffiths</b> <i>Exposes children to a setting in a different country.</i> <b>Written Outcome</b> Narrative retelling</p>	<p><b>Core Text: A Lighthouse Story by Holly James and Laura Chamberlain/Visit to St Mary’s Lighthouse</b> <i>Links to Year 1 history unit</i> <b>Written Outcome</b> Information text about Lighthouses Recount of the trip.</p> <p><b>Poetry: List Poems</b> <i>Use the performance poem to show how we can list things about a topic in a poetic way.</i> <b>Written Outcome</b> List poems about the Beach</p> <p><b>Core Text: Wanted: The Perfect Pet by Fiona Robertson</b> <i>Mentor text showing how an advert is written and what its purpose is.</i> <b>Written Outcome</b> Description/Persuasion – Writing an advert for a pet</p>

Children will learn key objectives from the Year 1 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to develop their phonic knowledge, reading and spelling skills. They will be supported to read books linked to their developing phonic knowledge.

#### Mathematics

<p><b>Place Value (within 20)</b></p> <ul style="list-style-type: none"> <li>• Count within 20</li> <li>• Understand 10</li> <li>• Understand 11, 12 and 13</li> <li>• Understand 14, 15 and 16</li> <li>• Understand 17, 18 and 19</li> <li>• Understand 20</li> <li>• One more and one less</li> <li>• The number line to 20</li> <li>• Use a number line to 20</li> <li>• Estimate on a number line to 20</li> <li>• Compare numbers to 20</li> <li>• Order numbers to 20</li> </ul> <p><b>Addition and Subtraction (within 20)</b></p> <ul style="list-style-type: none"> <li>• Add by counting on within 20</li> <li>• Add ones using number bonds</li> <li>• Find and make number bonds to 20</li> <li>• Doubles</li> <li>• Near doubles</li> <li>• Subtract ones using number bonds</li> <li>• Subtraction – counting back</li> <li>• Subtraction – finding the difference</li> <li>• Related facts</li> <li>• Missing number problems</li> </ul>	<p><b>Place Value within 50</b></p> <ul style="list-style-type: none"> <li>• Count from 20 to 50</li> <li>• 20, 30, 40 and 50</li> <li>• Count by making groups of tens</li> <li>• Groups of tens and ones</li> <li>• Partition into tens and ones</li> <li>• The number line to 50</li> <li>• Estimate on a number line to 50</li> <li>• One more and one less</li> </ul> <p><b>Measurement: Mass and Volume</b></p> <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul>
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<b>Science</b>	
<p><b>Animals including Humans (focus on animals)</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
<b>Physical Education (PE)</b>	
<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Confident to perform in front of others</li> <li>Link simple actions together to create a sequence</li> <li>Make their body tense, relaxed, stretched and curled</li> <li>Recognise changes in their body when doing exercise</li> <li>Remember and repeat actions and shapes</li> <li>Say what they like about someone else's performance</li> <li>Use apparatus safely and wait for their turn</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Begin to use counts</li> <li>Copy, remember and repeat actions</li> <li>Move confidently and safely</li> <li>Use different parts of the body in isolation and together</li> <li>Choose appropriate movements for different dance ideas</li> <li>Say what they like about someone else's performance</li> <li>Show some sense of dynamic and expressive qualities in their dance</li> </ul>
<p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>Begin to send and receive a ball with their feet</li> <li>Catch a ball with some success</li> <li>Recognise changes in their bodies when they do exercise</li> <li>Roll a ball towards a target</li> <li>Throw a ball to a partner</li> <li>Track a ball that is coming towards them</li> <li>Work co-operatively with a partner</li> </ul>	<p><b>Net and wall games (Tennis)</b></p> <ul style="list-style-type: none"> <li>Hit a ball using a racket</li> <li>Track balls and other equipment sent to them</li> <li>Use a ready position to move to the ball</li> <li>Know how to score points</li> <li>Recognise changes in their body when they do exercise</li> <li>Show honesty and fair play when playing against an opponent</li> </ul>
<b>Geography</b>	<b>History</b>
<p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Identify, describe and compare some of the key features and characteristics of continents around the world.</li> <li>Name and locate countries of the world using an atlas or globe.</li> <li>Use compass directions (NESW), locational and directional language.</li> <li>Use aerial photographs and satellite images to recognise landmarks and human and physical features.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the <b>capital cities</b> of the United Kingdom.</li> </ul>	<p><b>Grace Darling</b> (Lives of significant individuals)</p> <ul style="list-style-type: none"> <li>Identify who Grace Darling was and why she became famous.</li> <li>Describe what happened after the rescue.</li> <li>Identify how we know about Grace Darling.</li> </ul>

<b>Religious Education (RE)</b>	
<p><b>Christianity</b> <i>Was it always easy for Jesus to show friendship?</i></p> <ul style="list-style-type: none"> <li>• Reflect and respond to stories, highlighting the morals and values</li> <li>• Consider ways in which Jesus showed friendship and kindness through reading stories from the Bible</li> <li>• Reflect on examples of care and concern shown by believers</li> </ul>	<p><b>Christianity</b> <i>Why was Jesus welcomed like a king by the crowds on Palm Sunday?</i></p> <ul style="list-style-type: none"> <li>• Explore stories about the lives and teachings of key religious figures</li> <li>• Recall the events of Palm Sunday and explain what some of the symbols in the Easter story mean</li> <li>• Recognise the importance of Jesus to Christians and explain their beliefs about Him.</li> </ul>
<b>Computing</b>	
<p><b>Beebots</b></p> <ul style="list-style-type: none"> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> </ul>	<p><b>Digital Imagery</b></p> <ul style="list-style-type: none"> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of Information technology beyond school</li> <li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<p><b>Online Safety: Always Be Kind and Considerate</b></p> <ul style="list-style-type: none"> <li>• Recall the top tips for using the internet safely</li> <li>• Recognise how actions on the internet can affect others</li> <li>• Understand the ways to use the top tips to be in control of my actions when on the internet</li> </ul>	
<b>Design Technology</b>	<b>Art and Design</b>
<p><b>Textiles: Explore joining techniques to design and make a puppet</b></p> <ul style="list-style-type: none"> <li>• Join fabrics together using different methods (staples, pins and glue).</li> <li>• Design a puppet and use a template</li> <li>• Join two fabrics together accurately.</li> <li>• Embellish their design using joining methods.</li> </ul>	<p><b>Formal elements of art</b></p> <ul style="list-style-type: none"> <li>• Understand the terms abstract, composition and shape</li> <li>• Create abstract art</li> <li>• Create different types of lines</li> <li>• Explore line and mark-making to draw water</li> <li>• Identify primary colours and explore how secondary colours can be mixed</li> <li>• Mix and paint with secondary colours</li> </ul>
<b>Music</b>	
<p><b>Pitch and Temp - Superheroes</b></p> <ul style="list-style-type: none"> <li>• Learn how to identify high and low notes and to compose a simple tune</li> <li>• Investigate how tempo changes help tell a story and make music more exciting.</li> </ul>	<p><b>Classic music, dynamics and tempo - Animals</b></p> <ul style="list-style-type: none"> <li>• Use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</li> </ul>
<b>PSHE+C</b>	
<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Identifying successes and achievements</li> <li>• Learning styles</li> <li>• Working well and celebrating achievement with a partner</li> <li>• Tackling new challenges</li> <li>• Identifying and overcoming obstacles</li> <li>• Feelings of success</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Healthier lifestyle choices</li> <li>• Keeping clean</li> <li>• Being safe</li> <li>• Medicine safety/safety with household items</li> <li>• Road safety</li> <li>• Linking health and happiness</li> </ul>