

Curriculum Map – This document sets out what we will focus on over the next few weeks of Spring Term. It covers the key knowledge, skills and understanding that we will cover. Where possible we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to cross-curricular work whereas others require a more discreet approach and will be taught separately.

Our Learning Principles, & Values



- **Child-centred** – excites, informs and inspires children to learn, know and remember.
- **Inclusive** – ensures equal opportunities for all
- **Relevant** – reflects the world in which we live and promotes sustainability
- **Challenging** – ensures children achieve their best
- **Literature rich** – placing reading at the heart of everything
- **Enjoyable** – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork – Reflection

How have toys changed?

Words/language to discuss with your child:

Science – words to describe different groups of animals e.g. reptiles, fish, birds, amphibians, mammals.

What is a tail, wing, beak, horn, hoof, fin?

Words for describing the weather- thermometer, rain gauge, North, South, East, West, compass points, wind direction

Timeline, past- discuss with your grown ups what they played with when they were the same age as you? Are some toys still the same?

Can you remember your date of birth?

Can you say where you live?

What is the weather like today?

Things you can do at home to help with this term's school themes.

Describe the geography of daily journeys to and from school and other journeys. e.g. past fields, the motorway, through the village, into the city, along the canal. Imagine a journey - what do you see?

Have you been to a forest or a wood? What was it like? Did you see any creatures or clues that creatures had been there?

What animals can you identify around where you live?

Can you recognise any birds? Listen to the sounds they make. Can you recognise a bird by its call, without seeing it?

Year One Spring Term Curriculum Map

English Reading

- Match graphemes for taught phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions and understand their purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title and events
- Make simple predictions

English Writing

- Name letters of the alphabet
 - Form lower case letters correctly
 - Form capital letters and digits
 - **Specific focused tasks**
 - labels
 - lists
 - captions
 - recount
 - message/letter
 - instructions
- Stories about journeys

English Grammar

- Leave spaces between words
- Begin to use basic punctuation e.g. . ? !
 - Use capital letters for proper nouns and start of sentences
 - **Speaking and Listening**
 - Listen and respond appropriately
 - Ask relevant questions
 - Maintain attention; participate

Maths Number

- *Complete simple number patterns.
 - *Use the language of equal to, more than, less than most and least < > =
 - *Count in multiples of 10, 2 and 5
 - *Count to and across 100
- Know the value of each digit in a 2-digit number

Maths Calculations

- *Solve one-step multiplication and division problems using concrete objects, pictorial representations and arrays with the support of the teacher.
- *Recognise and find a quarter as one of four equal parts of an object or shape.

Maths

- Shape, Space & Measures**
- *Recognise & name 3D shapes.
 - *Use direct comparison & then non-standard measures to compare mass/weight and capacity/volume.
 - *Use the language of mass/weight e.g. heavy/light, heavier than/lighter than.
 - *Use the language of capacity/volume e.g. full/empty, more than, less than, half full/empty quarter.
 - *Tell the time to the hour and use language of time e.g. quicker, slower, earlier, later.
 - *Sequence events in chronological order using the language today, yesterday, tomorrow, morning, afternoon, evening, before, after, next

Science

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Observe our own local area around school to identify the animals we see.

Observe the seasonal changes Winter becomes Spring- How does the temperature start to change? How does the length of the day change?

PSHE & C

What being healthy means and who helps them stay healthy. That things put into or onto bodies can affect how they feel. How medicines including vaccinations can help people stay healthy. The importance of good hygiene and how they can help take care of themselves.

What can we do with money? – How money is obtained. Choices about what to do with money including spending and saving. The difference between need and want - may not always be able to have what you want. How to keep money safe & ways to do this.

Art and Design

Using a fish as the subject, explore drawing, painting and making a clay model. Investigating the pattern of 'scales' and using different art tools to create designs. Looking at the work of Paul Klee-The Golden Fish

Design Technology

- *Generate, plan and design a stuffed toy
 - *Collect materials and ideas to use.
 - *Select from and use a range of materials
 - *Join two surfaces together by sewing.
- Evaluate your finished product.

Music

- *Sing songs and rhymes
- *Play un-tuned instruments musically
- *Listen to and understand live and recorded music
- *Instruments and Symbols
- *Pulse and Rhythm

Computing

Using Purple Mash

- *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

- *Create and debug simple programs.

RE

- *What makes some places sacred?
- *What does it mean to belong to a faith community?

History

Discuss favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.

Geography

Investigate the weather in the UK and also the geographical makeup-capital cities, countries, compass directions and the seasons

PE Games – Catching Skills and Games with balls, bean bags and quoits.

Dance – After a stimulus has been provided, explore movement ideas, select and define motifs. Construct a dance and perform it.

Gymnastics - Balancing on different body parts. Hold and link balances. Work on the floor and apparatus.

Forest School - Developing skills including, teamwork, co-operation, risk taking & resilience. By developing these skills, children will learn to apply them in a variety of situations.