



## YEAR 1 CURRICULUM PLAN

### Spring Term 2024

This term Year 1 children will be learning about:

	<b>Spring 1 – Julia Donaldson</b>	<b>Spring 2 – Where Do We Live?</b>
<b>ENGLISH</b>	<p>NON-FICTION writing Julia Donaldson – history of and achievements</p> <p>FICTION</p> <p>The Gruffalo (Power of Reading text)</p> <p>The Snail and the Whale (Power of Reading text)</p> <p>READING</p> <p>A range of Julia Donaldson stories in provision</p> <p>A range of winter themed stories and non-fiction texts</p>	<p>NON-FICTION writing: Peterborough, our on locality and Peterborough Cathedral</p> <p>Science writing: science week plant investigation</p> <p>FICTION</p> <p>Here Comes Frankie (Power of Reading text)</p> <p>READING</p> <p>A range of UK geography texts</p> <p>Martha Maps it Out</p>
<b>MATHS</b>	<p>Geometry</p> <ul style="list-style-type: none"> <li>• Recognise and name 3d shapes</li> <li>• Sorting 3D shapes</li> <li>• Recognise and name 2D shapes</li> <li>• Sort 2D shapes</li> <li>• Patterns with 2D and 3D shapes</li> </ul> <p>Place value within 20 including:</p> <ul style="list-style-type: none"> <li>○ Sorting and counting objects</li> <li>○</li> <li>○ Recognising numbers as words</li> <li>○ Counting on from any number</li> <li>○ 1 more and 1 less</li> <li>○ Counting backwards</li> <li>○ Fewer, more and less</li> <li>○ Using a number line to 20</li> <li>○ Estimate on a number line to 20</li> <li>○ Compare and order numbers to 20.</li> </ul>	<p>Place Value within 50</p> <ul style="list-style-type: none"> <li>• Counting from 20-50</li> <li>• Counting by making groups of 10</li> <li>• Groups of tens and ones</li> <li>• Partition to tens and ones</li> <li>• Number line to 50</li> <li>• Estimate on a number line to 50</li> <li>• One more one less</li> </ul> <p>Length and Height</p> <ul style="list-style-type: none"> <li>• Compare lengths and heights</li> <li>• Measure length using objects</li> <li>• Measure length in centimetres</li> </ul> <p>Mass and Volume</p> <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> </ul>



## YEAR 1 CURRICULUM PLAN

### Spring Term 2024

	<p>Addition and subtraction to 20</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>• Subtract ones using number bonds</li> <li>• Subtraction – counting back and finding the difference</li> <li>• Missing number problems to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul>
<b>SCIENCE</b>	<p>Seasonal changes</p> <ul style="list-style-type: none"> <li>• Observe changes within the 4 seasons, what do we notice in each season?</li> <li>• Observe the weather in each season</li> </ul> <p>Plants</p> <ul style="list-style-type: none"> <li>• Planting sunflowers</li> <li>• Deciduous and evergreen trees</li> </ul>	<p>Plants: linked to science week theme</p> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• planting seeds, flower beds in year one garden</li> <li>• maintaining the year one garden</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• Use beebots on a giant map to describe simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• identify the 4 countries of the UK, their capital cities, and the surrounding seas</li> <li>• field work in our own locality (a visit to Peterborough Cathedral and a walk to the local Baptist church)</li> <li>• compare homes and houses in our locality</li> </ul>



## YEAR 1 CURRICULUM PLAN

### Spring Term 2024

	<ul style="list-style-type: none"> <li>• devise a simple map and use and construct basic symbols in a key</li> <li>• 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</li> </ul>	
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>• Local walk/field trip comparing parts of Peterborough from the past and present.</li> <li>• Comparing and contrasting clothing and objects from the past</li> <li>• History of Peterborough/School. Compare houses/buildings from the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare houses now and then (look at a thatched cottage in our own locality and compare to modern builds)</li> <li>• history of building techniques (cathedral construction and modern construction)</li> </ul>
<b>COMPUTING</b>	<p>Being safe / internet safety</p> <ul style="list-style-type: none"> <li>• Internet Safety day 6<sup>th</sup> February</li> <li>• use technology safely and respectfully</li> <li>• keeping personal information private</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>Digital Writing</p> <ul style="list-style-type: none"> <li>• identify and find keys on a keyboard</li> <li>• enter text into a computer</li> <li>• use backspace to remove text</li> <li>• use letter, number, and space keys</li> <li>• identify the toolbar and use bold, italic, and underline</li> <li>• type capital letters</li> <li>• change the font</li> <li>• select a word by double-clicking</li> <li>• select all of the text by clicking and dragging</li> </ul>
<b>ART</b>	<p>Art Week 12-17 February: theme of 'line'</p> <p>Julia Donaldson artwork / collages</p> <ul style="list-style-type: none"> <li>• Becoming more aware of the feel, form, texture and pattern of various materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Map making</li> <li>• Plant species water colours and seasonal changes</li> <li>• Parts of a plant and pastel art</li> <li>• Sketchbooks: sketch local landmarks and Peterborough Cathedral</li> </ul>



## YEAR 1 CURRICULUM PLAN

### Spring Term 2024

	<ul style="list-style-type: none"> <li>• Explore and recreate patterns and texture with a range of materials e.g. printing with sponges, leaves or fruit.</li> <li>• Combine a variety of manmade and/or natural objects in their work.</li> </ul>	
<b>DESIGN TECHNOLOGY</b>	<p>Make various objects/items from Julia Donaldson stories, such as whale paper plates, stickmen</p> <p>PROJECT: evaluate an existing product, design and make their own bread cover for Jewish challah bread</p> <ul style="list-style-type: none"> <li>• Explore an existing product to understand what it is for, how it works and the materials used</li> <li>• Draw on their own experience to generate ideas for their design</li> <li>• Plan by suggesting what to do next</li> <li>• Follow safety rules e.g. when carrying scissors, using a hole punch</li> <li>• Select from a range of tools, materials and components</li> <li>• With help measure, mark out, cut and shape materials</li> <li>• Talk about the strengths of their product and how to make it better</li> </ul>	<ul style="list-style-type: none"> <li>• 3D building construction eg, Peterborough Cathedral, tower blocks</li> <li>• 3D shape modelling using recycled materials to create modern buildings and buildings from the past</li> <li>• Floor construction : Peterborough city centre, river and landmarks</li> </ul> <p>PROJECT: construct a local landmark or structure</p> <ul style="list-style-type: none"> <li>• Talk about what they like and dislike about an existing product and explain why</li> <li>• Suggest ideas and explain what they are going to do</li> <li>• Select from a range of tools, materials and components</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape</li> <li>• Know how freestanding structures can be made stronger, stiffer and more stable</li> <li>• Talk about the strengths of their product and how to make it better</li> </ul>
<b>MUSIC</b>	Call and response songs , Julia Donaldson songs	<p><b>Performing:</b></p> <p><u>Charanga: Help Me Plant The Seeds by Nick Perrin</u></p>



## YEAR 1 CURRICULUM PLAN

### Spring Term 2024

	<p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul>	<p><b>Listening: The Four Seasons by Vivaldi</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat</li> <li>• Recognise and respond through movement/dance to the different musical characteristics and identify and name them</li> </ul> <p><b>Appraising: The Four Seasons by Vivaldi</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <p>Begin to articulate how changes in speed, pitch and dynamics effect the mood</p>
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Multiskills</li> </ul>
<p><b>PSHE</b></p>	<p><b>Healthy and Safer lifestyles 4 – Managing Safety and Risk (MSR)</b></p> <p>What are risky situations and how might I feel?</p> <p>What is my name, address and phone number and when might I need to give them?</p> <p>What is an emergency and who can help?</p> <p>What makes a place or activity safe for me?</p> <p>What are the benefits and risks for me when walking near the road, and how can I stay safer?</p> <p>What are the benefits and risks for me in the sun and how can I stay safer?</p> <p>What do I enjoy when I'm near water and how can I stay safer?</p> <p>What are the risks for me if I am lost and how can I get help?</p> <p>How can I help to stop simple accidents from happening and how can I help if there is an accident?</p>	<p><b>Healthy and Safer lifestyles - Digital Lifestyles</b></p> <p>What are some examples of ways in which I use technology and the internet and what are the benefits?</p> <p>What sort of information might I choose to put online and what do I need to consider before I do so?</p> <p>What sort of rules can help to keep us safer and healthier when using technology?</p> <p>Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?</p> <p><b>Citizenship 4 – Diversity and Communities (DC)</b></p> <p>What makes me 'me', what makes you 'you'?</p> <p>Do all boys and all girls like the same things?</p> <p>What is my family like and how are other families different?</p> <p>What different groups do we belong to?</p> <p>What is a stereotype and can I give some examples?</p> <p>Who helps people in my locality and what help do they need?</p> <p>What does 'my community' mean and how does it feel to be part of it?</p>



## YEAR 1 CURRICULUM PLAN

### Spring Term 2024

		<p>How do people find out about what is happening in my community?</p> <p>How do we care for animals and plants?</p> <p>How can I help look after my school?</p>
<b>RE</b>	<p>What is important for Jewish people? (Synagogue, Torah, Shabbat, main festivals)</p> <ul style="list-style-type: none"> <li>Show how different people celebrate aspects of religion.</li> </ul>	<ul style="list-style-type: none"> <li>Baptism - Visit a local church and become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</li> <li>Places of worship – compare places of worship throughout the world</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Trip to Baptist church</li> <li>Safer internet day (6<sup>th</sup> Feb 2024)</li> </ul>	<ul style="list-style-type: none"> <li>Year one reading café (March 12<sup>th</sup>)</li> <li>World book day (March 7<sup>th</sup>)</li> <li>Science week (week beginning 11<sup>th</sup> March)</li> <li>Cathedral visit</li> </ul>