



YEAR 1 CURRICULUM PLAN

Spring Term 2025

This term Year 1 children will be learning about:

	SPRING 1 – Where we Live	SPRING 2 – Dinosaurs
ENGLISH	<ul style="list-style-type: none"> • Winter Sleep -Phase 5 graphemes and application in reading and spelling -rereading books to build fluency -oracy and exploration of vocabulary -consistently using accurate punctuation (CAPITAL LETTERS and FULL STOPS in sentences) -spelling of Year 1 common exception words -poetry writing -non-fiction writing, hibernation • Martha Maps it Out -geographical vocabulary (map, key, world map, atlas, globe, directional language, e.g. near, far, left and right) -revision of key skills as above, encouraging children to apply them independently. 	<ul style="list-style-type: none"> • Stone Girl Bone Girl (the story of Mary Anning) -Phase 5 graphemes and application in reading and spelling -rereading books to build fluency -oracy and exploration of vocabulary -consistently using accurate punctuation (CAPITAL LETTERS and FULL STOPS in sentences) -spelling of Year 1 common exception words -grammar, eg, singular and plural. -word structure, adding-s or -es to words, suffixes (-ing, -ed, -er, -est) and prefix -un.
MATHS	<ul style="list-style-type: none"> • Geometry and shape • Recognise and name 2d and 3d shapes • Sort 2d and 3d shapes • Patterns with 2d and 3d shapes • Place value within 20 • Addition and subtraction to 20 	<ul style="list-style-type: none"> • Place value within 50 • Length and height • Mass and volume (measurements)



YEAR 1 CURRICULUM PLAN

Spring Term 2025

SCIENCE	<p>ANIMALS AND HUMANS</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>PLANTS</p> <ul style="list-style-type: none"> • Deciduous and evergreen trees 	<p>ANIMALS AND HUMANS</p> <ul style="list-style-type: none"> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • growing plants and observing changes • plant structure <p>SEASONAL CHANGES</p> <ul style="list-style-type: none"> • changes in Spring
GEOGRAPHY	<p>Human and physical features. Key physical features, including: woodland, river, soil, vegetation, season and weather. Key human features: including: city, factory, house, office, station and shop.</p> <ul style="list-style-type: none"> • What does a town need? • Martha Maps it Out (map making) 	<ul style="list-style-type: none"> • Dinosaurs found in the United Kingdom (refer to museum – dinosaur found in Whittlesey) • Church visit – local walk observing human and physical geography, following a route on a map.
HISTORY	<ul style="list-style-type: none"> • The history of our local area. • Victorian school roleplay area • Historical artifacts 	<ul style="list-style-type: none"> • Mary Anning - the story of the first woman in the UK to find a whole ichthyosaurus skeleton.
COMPUTING	<ul style="list-style-type: none"> • Safer Internet Day • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Digital painting • Digital writing 	<ul style="list-style-type: none"> • Revisiting algorithms and using Beebots and moving onto Beebot maps
ART	<ul style="list-style-type: none"> • Sketching, hibernation, maps from Martha Maps it out story, 	<ul style="list-style-type: none"> • Dinosaur footprints in clay • Steven Brown animal artist



YEAR 1 CURRICULUM PLAN

Spring Term 2025

	<ul style="list-style-type: none"> ○ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ○ To use drawing, painting and sculpture to develop and share ideas and experiences and imagination ○ Artist – Van Gogh rural painting 	
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> ● Curriculum link to art week – sculpture making ● Animal sock puppets 	<ul style="list-style-type: none"> ● Exploring mechanisms – focusing on sliders ● Dinosaur teeth using clay
MUSIC	<p>Call and response songs;</p> <p>Children use their voices to:</p> <ul style="list-style-type: none"> ● Speak and chant together ● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ● Sing in time to a steady beat ● Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing <p>Exploring (using Charanga, begin to learn the ‘dimensions of music’):</p> <ul style="list-style-type: none"> ● Different sounds made by the voice and hands (<i>timbre</i>) ● High and low sounds (<i>pitch</i>) ● Long and short sounds (<i>duration</i>) ● Loud and quiet sounds (<i>dynamic</i>) ● Fast and slow sounds (<i>tempo</i>) 	<p>Children use their voices to:</p> <ul style="list-style-type: none"> ● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ● Co-ordinate actions to go with a song <p>Listening:</p> <ul style="list-style-type: none"> ● Listen to a piece of music and move in time to its steady beat <p>Respond to music through dance (PE link)</p>
PE	<ul style="list-style-type: none"> ● Gymnastics ● Creating a gymnastic sequence with balances ● Point and patch balances 	<ul style="list-style-type: none"> ● Gymnastics ● Large equipment ● Travelling



YEAR 1 CURRICULUM PLAN

Spring Term 2025

		<ul style="list-style-type: none"> • Safety
PSHE	<p><u>Healthy and Safer lifestyles – Managing Safety and Risk</u></p> <p>What are risky situations and how might I feel? What is my name, address and phone number and when might I need to give them? What is an emergency and who can help? What are the benefits and risks for me when walking near the road, and how can I stay safer? (safe road crossing lesson) What makes a place or activity safe for me? How can I help to stop simple accidents from happening and how can I help if there is an accident? What are the benefits and risks for me in the sun and how can I stay safer? What do I enjoy when I'm near water and how can I stay safer? to be revisited during Summer also) What are the risks for me if I am lost and how can I get help?</p>	<p><u>Healthy and Safer lifestyles - Digital Lifestyles</u></p> <p>What are some examples of ways in which I use technology and the internet and what are the benefits? What sort of information might I choose to put online and what do I need to consider before I do so? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?</p> <p><u>Citizenship – Diversity and Communities</u></p> <p>What makes me 'me', what makes you 'you'? Do all boys and all girls like the same things? What is my family like and how are other families different? What different groups do we belong to? What is a stereotype and can I give some examples? Who helps people in my locality and what help do they need? What does 'my community' mean and how does it feel to be part of it? How do people find out about what is happening in my community? How do we care for animals and plants? How can I help look after my school?</p>
RE	<p>How is the birth of a baby celebrated around the world (worldviews)?</p>	<p>How is Easter celebrated in the UK? Why is Pesach/Passover important to Jews?</p>
Other	<p>Safer Internet Day – how can I stay safe online? Class Reading Cafe</p>	<p>Baptist church visit – link to Easter and recall birth celebrations Museum visit – history of dinosaurs and Mary Anning</p>