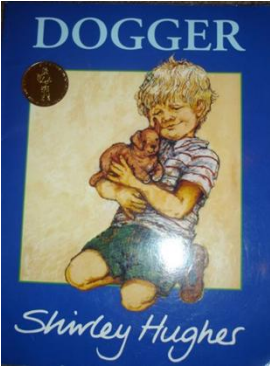



Year 1 Curriculum Plan – Spring Term

Toy town - Enquiry Question- How have toys changed over time? What makes Redditch a great town?

English	Our Key Texts	Maths
<p>This term our focus is on our town- Redditch and toys from the past.</p> <p>Narrative: As story tellers the children will:</p> <ul style="list-style-type: none"> Describe characters Write Lost posters Retell narratives from different points of view Write thank you letters <p>Poetry: As poets the children will:</p> <ul style="list-style-type: none"> Explore language choices by authors Use vocabulary for different effects <p>Non-fiction: As information writers the children will:</p> <ul style="list-style-type: none"> Write about how toys have changed over time Write labels and captions Use subheadings to organise information Recount events in order using time openers to sequence Recount a walk of the local area 	<p style="text-align: center;">Our Key Texts Dogger- Shirley Hughes Funny Bones- Janet & Allan Ahlberg</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;">Maths</p> <p><u>To use and know numbers (Place Value within 20)</u></p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements using + - & = symbols. Add and subtract numbers to 20 (including zero). Solve one step problems involving addition and subtraction, including missing numbers. Identify and use number bonds and related subtraction facts within 20. <p><u>To use and know numbers (Place Value within 50)</u></p> <ul style="list-style-type: none"> Count on and back to 50 Read and write numbers to 50 including words 1 more and 1 less to 50 Order and compare numbers to 50 <p><u>To multiply and divide</u></p> <ul style="list-style-type: none"> Children begin counting in 2s Double numbers to 10 Begin to group quantities (multiplication questions and problems) Counting in 5s Begin to group quantities (multiplication questions and problems), using CPA approach for 2x table. Children count in 10s and 5s – can they count objects grouped in these amounts? Solve one step problems involving 10x and 5x table using CPA approach Begin to share quantities involving division using CPA approach Begin to share by 2 – CPA approach making and drawing ‘division dots’ Recognise sharing by 2 is halving Solve one step division problems involving sharing by 2
Science	Geography	Physical Education
<p><u>Animals including Humans.</u> As scientists the children will:</p> <ul style="list-style-type: none"> Identify and name different types of animals Identify and name animals in relation to what they eat (carnivores, herbivores and omnivores) Identify and name the basic parts of the human body Identify which parts of the body are associated with each sense. <p><u>Seasonal changes</u> As scientists the children will:</p> <ul style="list-style-type: none"> Know that Spring come after Autumn and Winter. 	<p>As geographers we will be learning about our local area and where we live. This will include:</p> <ul style="list-style-type: none"> Use simple features to read basic maps e.g. key, colours or symbols. To make simple maps of the local area To identify a map of the United Kingdom and locate England, Ireland, Scotland and Wales. Understand where I live as part of the wider world. Describe the difference between a town and village Describe the difference between coastal and inland Describe what life is like in Redditch 	<p><u>Hit, Catch, run</u> As a team player the children will:</p> <ul style="list-style-type: none"> To control balls effectively both hitting and catching To position ourselves effectively To begin to field <p><u>Dance:</u> As Dancers the children will:</p> <ul style="list-style-type: none"> To perform actions to well-known nursery rhymes To march in time to a beat and to turn whilst marching To perform a short dance including a canon

<ul style="list-style-type: none"> Describe the weather associated with the different seasons. Compare and contrast seasons. 	<ul style="list-style-type: none"> To recall facts about the local area 	
Religious Education		Art and Design
	<p>This term the children will be learning about Judaism. This will include learning about:</p> <p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> Give examples of Jewish precious objects. Explain what a mezuzah is and why it is important to Jewish people. Explain how some Jewish people use a mezuzah. Give examples of how Jewish people celebrate special times. Retell the Jewish creation story. Give examples of what Jewish people do on Shabbat. Retell the story of Chanukah. Give examples of what Jewish people do to celebrate Chanukah. 	<p>As Artists the children will be focusing on the works of Piet Mondrain</p> <p>As artist the children will:</p> <ul style="list-style-type: none"> Drawing straight lines (using a ruler) Hold a paintbrush correctly To mix primary colours to make secondary colours Use brushes to make marks: lines, blobs, dots, dashes Load paintbrush with correct amount of paint Choose and use suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. (solid colour)
Computing	Personal, Social and Health Education	Design and Technology
<p>In computing, the children will be developing their skills using Purple Mash.</p> <p>As programmers the children will:</p> <p>Unit : Creating and following instructions</p> <ul style="list-style-type: none"> To understand that an algorithm is a set of instructions. To follow and create simple instructions on a device. To sequence algorithms that require a correct order. <p>Unit : Animating stories</p> <ul style="list-style-type: none"> To understand some differences between traditional books and digital books. To draw a character for a 2Create a Story digital book. To understand the difference between backgrounds and other objects on the screen in 2Create a Story. To add animation to objects in 2Create a Story. To add text to a 2Create a Story file. To add sounds to a 2Create a Story file. 	<p>The children will be learning about their healthy lifestyles and emotions using Jigsaw.</p> <p>Dreams and Goals:</p> <ul style="list-style-type: none"> How to set simple goals How to use stepping stones to reach a goal How to work well with others Different ways to tackle a challenge Obstacles and how to overcome them <p>Healthy me:</p> <ul style="list-style-type: none"> To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy To know how to make healthy lifestyle choices To know how to keep myself clean and healthy, and understand how germs cause disease/illness To know that all household products including medicines can be harmful if not used properly To understand that medicines can help me if I feel poorly and I know how to use them safely To know how to keep safe when crossing the road, and about people who can help me to stay safe To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 	<p>As designers the children will be designing and making a freestanding structure- A toy garage with a ramp for a toy car.</p> <p>The children will be developing their skills of:</p> <p>Investigate:</p> <ul style="list-style-type: none"> To research products based on the design criteria. To acquire/develop new skills which will be used to create and develop the final product. To identify free standing structures and explain how they know they are freestanding. To identify similarities and differences in free standing structures. <p>Create:</p> <ul style="list-style-type: none"> To safely use a range of tools and equipment to perform practical tasks – cutting Assemble, join and combine materials and components using glue and masking tape- temporary. <p>Evaluate:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products.
Music	History	
<p>In Music, the children will be developing their skills using Charanga</p>	<p>As historians the children will explore the enquiry question- How have toys changed over time?</p> <p>The children will:</p> <ul style="list-style-type: none"> Recognise and compare old and new toys. 	

Spring 1: In the groove**Spring 2: Round and Round**

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
- To know and recognise the sound and names of some of the instruments they use.
- To confidently sing or rap five songs from memory and sing them in unison.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing.
- Improvisation is about making up your own tunes on the spot.
- Learn how the notes of the composition can be written down and changed if necessary.
- Record the performance and say how they were feeling about it.

- Describe features of different toys.
- Explain how toys have changed over time
- Explain how toys have changed in their lifetime and their parents/grandparents.
- use different sources to find about toys from the past.