

Year 1 Spring Term Curriculum Map

English		
Writing (HFL)		Phonics (RWI)
Year 1 Writing purposes	Narrative: Entertain (1.6) Rules and recount: Inform (1.7) Free verse: Poetry (1.8) Narrative: Entertain (1.9) Performance poems: Poetry (1.10)	Spring 1 Read Orange books and some Set 3 sounds Spring 2 Read yellow books and the majority of set 3 sounds
Year 1 Writing outcomes with core texts	Narrative linked to Stanley's Stick Recount linked to Ruby's Worry and Ravi's Roar Poetry linked to Oi Frog! Narrative linked to Madlenka and Martha Maps it Out Poetry linked to Poems to Perform	Handwriting (Letter Join) RWI – correct formation , orientation, size and placement of letters, including capitals.
Vocabulary: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark plus previously taught vocabulary, phoneme, grapheme,		
Reading		
The pupil can: Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (2 or more syllables). Read most words containing common Year 1 suffixes (-s, -es, -ing, -ed, -er, -est) and the prefix un-. Read most Year 1 common exception words. Read words with contractions and understand that the apostrophe represents the omitted letter. Appreciate rhymes and poems and recite some by heart. Read aloud many words quickly and accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding. Sound out most unfamiliar words accurately. In a book they can already read fluently, the pupil can: Check that it makes sense, correcting most inaccurate reading. Answer questions and make some inferences. Join in discussions about what has happened so far and what they have read. In a book read to them, pupils can: Recognise and join in with predictable phrases. Participate in discussions about what is read to them, taking turns and listening to what others say. Retell very familiar key stories, fairy stories and traditional tales, considering their particular characteristics. Explain clearly their understanding of what is read to them.		Reading and comprehension linked to RWI books Reading fluency sessions in afternoon (5 mins) Poems to learn by heart: Mix a pancake by Christina Rosetti
Class Reads: (teacher to choose order): Mrs Pepperpot Stories by Alf Proysen , Fantastic Mr Fox by Roald Dahl, Rabbit and Bear by Julian Gough, Flat Stanley by Jeff Brown, Shifty McGifty by Tracey Conderoy, The Owl Who Was Afraid of the Dark by Jill Tomlinson, Mr Majeika by Humphrey Carpenter, Flying Fergus 1: The Best Birthday Bike by Chris Hoy		

Maths (Herts Essentials)

Key Concepts

- 1LS26 - Multiplication and Division – Equal or Unequal Groups and Remainders
- 1LS27 - Multiplication – Repeated Addition and Arrays (number of groups and size of group)
- 1LS28 - Multiplication – Problem Solving (identifying the number of groups and size of the group)
- 1LS29 - Multiplication – Scaling and Counting in 2s to 24
- 1LS30 - Division – Sharing and Grouping Problems
- 1LS31 - Geometry – Turns
- 1LS32 - Time – Telling the Time, O'clock and Half Past
- 1LS33 - Fractions – Sharing into Equal Groups
- 1LS34 - Fractions – Equal or Unequal Parts of Shapes
- 1LS35 - Fractions – of Continuous Quantities including Capacity
- 1LS36 - Numbers to Twenty – Review
- 1LS37 - Numbers to One Hundred – Place Value and Digits, Making Tens and Some More
- 1LS38 - Place Value – Estimation, Ordering and Comparison


Vocabulary

Measurement: Time		
year month week day weekday weekend chronological order days of the week Monday Tuesday Wednesday Thursday Friday Saturday Sunday months of the year January February March April	May June July August September October November December night hour minute second morning afternoon evening yesterday today tomorrow before after	old / older new / newer clock / clock face o'clock half past birthday watch hour minute minutes past / to quarter past / to half past fast / faster / fastest quick / quicker / quickest slow / slower / slowest early earlier late later time
Fractions		
half / halve / halves quarter / quarters one-quarter two-quarters three-quarters sharing group / groups	grouping part whole equal parts same size bar equal / equally	numerator denominator fraction notation: $\frac{1}{2}$ $\frac{1}{4}$
Number: Calculation		
total / in total sum plus add / addition / + altogether combine number bond difference distance between subtract / subtraction / - minus take away / taken away how much how many bonds start / change/ result facts problems	missing number problems left / leftover part whole unknown number sentence equal equally unequal pair group / grouped grouping share / shared sharing double / doubling / doubles twice as each half / halving / halves	lots of groups of times array regroup / regrouping addend subtrahend minuend bar model remainder multiple / multiples
Geometry: Position and direction		
left right top middle bottom	on top of in front of behind between	above below beneath around

Science (Oak Academy)

Science (Oak Academy)			
Human Body Parts (1.3)		Identifying Plants and their basic parts (1.4)	
Skills	Knowledge	Skills	Knowledge
Identifying, naming, and labelling the basic parts of the human body. Linking each part to its associated sense. Closely observing using simple equipment, classifying findings, gathering and recording data. Using observations to suggest answers to questions.	Naming the basic parts of the human body. Link body parts to their senses.	Identifying and naming common wild and garden plants, including deciduous and evergreen trees. It covers the basic structure of flowering plants and trees. Asking questions, observing closely, classifying, and gathering data to suggest answers to questions.	Recognise common plants and understand the basic structure of flowers and trees.
Vocabulary: Animal, living, feature, mammal, human, human body, identify, name, draw, label, senses, sight, touch, skin, tongue, smell, sound		Vocabulary: Plant, flower, identify, observe, tree, roots, trunk, branches, tree, leaves, evergreen, deciduous, stem, common, wildflowers, seeds	
History (Spring 2) Nurturing Nurses (1.2)		Geography (Spring 1) United Kingdom (1.2)	
Skills	Knowledge	Skills	Knowledge
To be able to compare two nurses. To be able to compare similarities and differences between ways of life in different time periods. To think about how we remember things from the past today.	To know who Florence Nightingale is. To know who Mary Seacole is. To know how nursing developed overtime. To know what nurses used to treat individuals' overtime.	I can name and identify the four countries and capital cities of the UK and surrounding seas. I can identify daily weather patterns in the UK and locally. I can use basic geographical vocabulary to refer to key physical and human features I can use basic geographical vocabulary to refer to key physical and human features in each of the four UK countries, including famous landmarks.	To have an understanding of vocabulary to describe weather To be able to explain 'physical' and 'human' features To know what a landmark is.
Vocabulary: now and then, hospital, differences, remember, Lady with the Lamp, Compare, Mary Seacole, similarities, differences, time periods, Florence Nightingale, Nurse, War, significant, Plaque, statue		Vocabulary: country, capital city, United Kingdom, England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, Edinburgh, London, North/Irish/Celtic Sea, English Channel, London Eye, Big Ben, Kelpies, Edinburgh Castle, Angel of the North, Conway Castle, Stonehenge, Durdle Door	

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Art – Spring 1 Form – junk model, landmarks (1.2)		Design and Technology (Plan Bee) – Spring 2 Moving Mini-Beasts (1.2)	
Skills	Knowledge	Skills	Knowledge
<p>To use a range of different materials to design and make a UK landmark.</p> <p>To join materials</p> <p>To evaluate materials and their features to decide which material would be most appropriate.</p> <p>To discuss and consider ways of improving their own artwork.</p> <p>To evaluate and improve design by adding colour and embellishment.</p>	<p>Features of different materials.</p> <p>To know and recognise different landmarks around the UK.</p> 	<p>To make a sliding mechanism out of card.</p> <p>To use a pivot and lever mechanism using card and a split pin.</p> <p>To make a wheel mechanism using card and a split pin.</p> <p>To match a mechanism to the type of movement they produce.</p> <p>To design a moving minibeast picture to include a variety of moving mechanisms.</p> <p>To follow their design to create a moving minibeast picture for a particular purpose.</p> <p>To evaluate their finished moving minibeast picture by identifying things that worked well and things that could be improved.</p>	<p>To be able to explain what a pivot and lever are</p> <p>To have knowledge of a variety of mini beasts</p>
<p>Vocabulary: sculpture, material, landmark, evaluate, join, construct, embellishment</p> <p>Artists: Andy Scott (Kelpies), Anthony Gormley (Angel of the North)</p>		<p>Vocabulary: minibeast, mechanism, wheel, pivot, lever, split pin, mechanism, movement,</p>	

Music (Sing Up)

Skills and Knowledge	Vocabulary
<p>Football (1.21)</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>'Dawn' from Sea interludes (1.22)</p> <p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p>Musical Conversations (1.23)</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Recognise how graphic symbols can represent sound.</p>	<p>Football</p> <p>Duration: beat, rhythm, rest.</p> <p>Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns.</p> <p>Structure: ostinato (repeating pattern), echo, call-and-response.</p> <p>Tempo: steady beat.</p> <p>'Dawn' from Sea interludes</p> <p>Pitch: high sounds, low sounds, musical theme.</p> <p>Tempo: beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse.</p> <p>Timbre: flute, harp, violin, viola, clarinet, orchestra.</p> <p>Other: perform, record a movement piece.</p> <p>Musical Conversations</p> <p>Structure: question-and-answer</p> <p>Timbre: percussion instruments (tuned, untuned)</p> <p>Other: improvise, compose,</p>

Create, interpret, and perform simple graphic scores.			
PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p>Spring 1 – Dreams and Goals</p> <p>Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future</p> <p>Spring 2 – Healthy Me</p> <p>Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy</p>	<p>Spring 1 – Dreams and Goals</p> <p>Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved</p> <p>Spring 2 – Healthy Me</p> <p>Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe</p>	<p>Unit 1.3 – We are digital artists</p> <p>How to select and set brushes and colours To create artwork in a range of styles on iPads To use the undo function if they make mistakes, and to encourage experimentation To use multiple layers in their art To transform layers To paint on top of photographs.</p> <p>Unit 1.4 – We are publishers</p> <p>Plan a small multimedia eBook Choose and import images Record audio commentary Add and format titles and other text think carefully about protecting their privacy respect other people's copyright Revise and improve their work.</p>	<p>Unit 1.3 – We are digital artists</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p>Unit 1.4 – We are publishers</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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. Recognise common uses of information technology beyond school.</p>
<p>Vocabulary:</p> <p>Spr 1 - Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p> <p>Spr 2 - Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>		<p>Vocabulary:</p> <p>Spr 1: Analogue, bitmap, digital, effect, layer, pixel, stylus, transform, undo, zoom</p> <p>Spr 2: Audio, clip art, Creative Commons, eBook, filter, font, images, multimedia, safe search, speech synthesis, voice dictation</p>	

Religious Education (R.E) - Herts Agreed Syllabus

Skills

Beliefs and practices - Describe at least one example of a belief and practice, such as a festival, worship and/or ritual and explain some meanings behind them using appropriate vocabulary.

Sources of wisdom - Retell and respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.

Symbols and actions - Identify at least one example of a religious symbol or action and explain how it is used.

Prayer, worship and reflection - Explain how and where some worshippers pray. Respond to periods of stillness and reflection.

Identity and belonging - Discuss things and people that matter to them. Explore and explain how people belong to groups, including faith groups.

Ultimate questions - Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.

Human responsibility and values - Respond to faith stories and examples of showing care and concern for humanity and the world.

Justice and fairness - Respond to moral stories. Demonstrate what it means to be right and wrong, just and fair.

Knowledge

Spring 1 - Who is Jewish and how do they live? (1.3)

God's Torah & people: Judaism

Learn about the Jewish religion and way of life.

Learn about texts from the Torah and their importance for Jewish people today.

Explore the Mezuzah and the Shema prayer and understand what they mean for believers.

Learn about some Jewish celebrations, exploring why and how Jewish people mark these special times.

Knowledge

Spring 2 - What do Christians believe God is like? (1.4)

God: Christianity

Identify what a parable is.

Explore and discuss some parables ('The Lost Son' and 'Jonah and the whale').

Understand what the parables teach Christians about God.

Think, talk and ask questions about what they can learn from the parables.

Explain how Christians show that they believe in God.

Vocabulary

Spring 1: synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David

Vocabulary

Spring 2: forgiving, prodigal, worship, Nineveh, loving, Father, Parable, Jonah, God, Holy

Physical Education (Complete PE)

Gymnastics: Wide, Narrow, Curled (1.31)

The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.

Ball Skills: Feet 1 (1.32)

The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.

Ball skills: Hands 2 (1.41)

The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.

Dance: The Zoo (1.42)

The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.

Vocabulary:

1.31: Wide, Narrow, Curled, Interesting, Champion Gymnastics, Transition, Linking

Vocabulary:

1.32: Passing, Dribbling, Attacker, Defender, Control, Space

Vocabulary:

1.41: Batter, Aiming, Throwing, Opponent, Rolling

Vocabulary:

1.42: Champion Dancer, Rhythm, Moving, Control, Sequence, Motif, Expression

