



YEAR 1

CURRICULUM LEAFLET

EXPLORE—SPRING 1

Global Goal 6



READING

We will be Reading:

- RWI books set to our attainment level to develop our reading fluency. These will be changed on different days so the children will need to bring book bags in every day.
- A weekly free choice book to develop our imagination and pleasure for reading!
- We will also read our attainment level books in our Daily Supported Reading sessions.



WRITING

In Literacy, we will produce writing based on the book *The Sea Saw* by Tom Percival. The children will give advice in the form of commands to the sea before making wanted posters that use statements, questions and commands. To support sequencing of events, the children learn to spell the days of the week and include these in a diary entry. Then, children will plan and write their extended piece of writing – an own version narrative.

We will also explore *The Odd Egg* by Emily Gravett. Within this sequence of learning, children begin by identifying different types of eggs and predicting who they might belong to, before exploring the text and its many PSHCE and Scientific links. The final outcome is for children to make a non-fiction 'Egg Spotter's Guide' after researching different types of eggs from the book.



MATHS

Time

- Tell the time to the hour and half-past the hour; solve practical problems for time.

Exploring calculation strategies within 20

- Represent and use number bonds; use concrete and pictorial representation to solve one-step problems.

Numbers to 50

- Count, read, write, identify, represent in numerals and words; recognise place value.

RE/ PSHE

RE:

We will be learning about '*What are rituals and how do they differ from routines?*'

PSHE: Safety and the changing body

Pupils will be able to:

- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.

PE/ SPANISH

PE:

The children will have two PE lessons each week. They will be developing ball skills, as well as invasion games. Please ensure children wear their PE kits on their PE days.



Spanish:

The children will be learning how to say their age, as well as identifying body features in Spanish. They will also explore large classroom objects.

COMPUTING/ MUSIC

Computing: Programming 1—Algorithms unplugged

Pupils who are secure will be able to:

- Explain what an algorithm is.
- Write clear algorithms.
- Follow an algorithm.
- Explain what inputs and outputs are.
- Create an achievable program.
- Decompose a design into steps.
- Identify bugs in an algorithm and how to fix them.

Music: In the Groove

Pupils will learn how to be in the groove with different styles of music. They will explore:

- Blues, Baroque, Latin, Bhangra, Folk, Funk

ART/ DT

Art : Sculpture & 3D: Clay houses

Pupils who are secure will be able to:

- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Paint with good technique, ensuring good coverage.

DT: Structures: Constructing a windmill

Inspired by the song, 'Mouse in a windmill', children design, decorate and build a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.





YEAR 1

GEOGRAPHY

SPRING 1

WEATHER PATTERNS

PRIOR KNOWLEDGE

Previously in the Nursery:

- Understanding the World: **Celebrations and Autumn**
- Understanding the World: **People who help us and Winter**
- Understanding the World: **In the Garden – Easter/Spring – Life Cycle**
- Understanding the World: **Seasonal Changes – Summer**

Previously in Reception:

- Understanding the World: **Natural World and living Things – Life Cycle**
- Understanding the World: **Plants**

NEW KNOWLEDGE

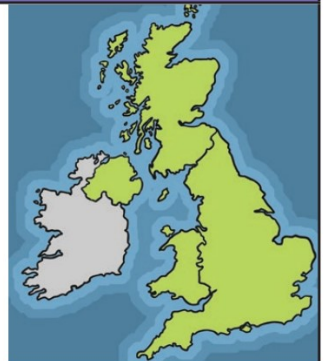
During this unit, I will learn about:

- To identify differences between seasonal and daily weather patterns.
- To describe how daily weather patterns change over time, and how weather may be different in inland/ coastal areas.
- To identify ways in which we learn about the weather.
- To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.
- To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK.
- To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.

KEY IDEAS AND VOCABULARY

Our Weather

The weather in the **United Kingdom** can change from day to day. The four **seasons** have particular weather patterns. You could keep a weather diary by measuring the **temperature** (using a **thermometer**) and **recording** your **observations**.



FUTURE KNOWLEDGE

Later in Year 1:

- Geography: **Arctic Adventures**

Later in Year 2:

- Geography: **Seas and Coasts**
- Geography: **Let's Go on a Safari**

Later in Year 3:

- Geography: **Mountains, Volcanoes and Earth-quakes**
- Geography: **Water, Weather and Climate**

Later in Year 5:

- Geography: **Biomes**

GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit:

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Place knowledge

- understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Weather:



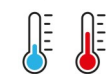
Weather is the state of the atmosphere, describing for example how hot or cold it is, wet or dry, calm or stormy, clear or cloudy.

Weather forecast



A predictions of what the weather will be like in the future.

temperature



A measure of how hot or cold something is.

thermometer



An instrument used to measure temperature.

climate



The usual weather conditions of an area



YEAR 1

SCIENCE

SPRING 1

SEASONS AND THE WEATHER

PRIOR KNOWLEDGE

Previously in the Nursery:

- Understanding the World: **Celebrations and Autumn**
- Understanding the World: **People who help us and Winter**
- Understanding the World: **In the Garden – Easter/Spring – Life Cycle**
- Understanding the World: **Seasonal Changes – Summer**

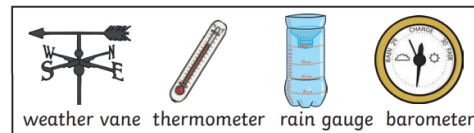
Previously in Reception:

- Understanding the World: **Natural World and living Things – Life Cycle**
- Understanding the World: **Plants**

NEW KNOWLEDGE

During this unit, I will learn about:

- What do we know about the weather?
- How does the weather change across the seasons?
- How do trees change across seasons?
- How can you measure rainfall?
- What is hibernation?
- How can we record wind direction?



KEY IDEAS AND VOCABULARY

This unit will continue to be a **Study Over Time**. A **Study Over Time** looks for patterns across a period of time, such as one year. We will make continuous observations of the weather and changes in seasons.



FUTURE KNOWLEDGE

Later in Year 2:

- Science: **Habitats**—To be able to define a habitat

Later in Year 3:

- Science: **Ecosystems**—To define a habitat

Later in Year 4:

- Science: **Rock cycle**—Give comparisons between the rock cycle and the water cycle
- Science: **Space**—Describe how the Moon, Earth and Sun move around each other

Later in Year 6:

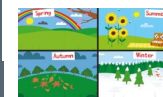
- Science: **Sustainability**—What is global warming? What is climate change?

SCIENTIFIC ENQUIRY

During years 1, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Gather and record data about weather conditions in autumn, drawing on observation and using simple equipment (such as a container to measure rainfall)
- Use data to create a pictogram and use this to describe changes in day length over the seasons.
- Use their evidence to describe some other features of the weather, surroundings, themselves, animals, and plants found in autumn.
- Demonstrate their knowledge in different ways e.g. creating seasonal artwork, creating a pictogram (and use this to ask and answer related questions).

Seasons:



The year is divided into four seasons:
spring, summer, autumn and winter.

Weather:



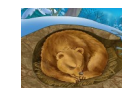
Weather is the state of the atmosphere, describing for example how hot or cold it is, wet or dry, calm or stormy, clear or cloudy.

Weather forecast



A predictions of what the weather will be like in the future.

Hibernation



Animals that sleep during the winter to survive the cold weather.