



YEAR 1

CURRICULUM LEAFLET

EXPLORE—SPRING 1

WEATHER PATTERNS



READING

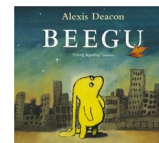
We will be Reading:

- 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 *Stanley's Stick* by John Hegley. Pupils will begin by making predictions about what different things stick could do. Reading part of the text, they then predict what Stanley is going to do with his stick. After retelling the key scenes in the story, they plan, write and publish their own stories, based on the sequence of *Stanley's Stick* and using their own object (Sarah's Sock). We will also study the book *Beegu* by Alexis Deacon. This teaching sequence opens with the teacher dressed as a Police Officer or FBI agent, informing the children that an alien is on the loose somewhere in the local vicinity!



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: Islam

We will be learning about Islam, by studying the Islam Community.



PSHE: Keeping Healthy

We will be learning about healthy eating, physical activities and washing hands.



PE

Our First Kicks sports coaches will be teaching PE every **Wednesday**. The children will be developing their Ball skills. We will also practice Gymnastics every **Thursday** with our class teachers. Please ensure children wear their PE kits on that day.



COMPUTING

Unit 1.5 - Maze Builders

- To understand the functionality of the direction keys and be able to use them.
- To understand how to be able to create and debug a set of instructions (algorithm).
- To use a longer algorithm to complete challenges using the directional keys.
- To use subject knowledge to set challenges for other pupils.

ART/ DT

Art : Landscapes using different media

Based on the popular theme of the seaside, but easy to adapt to other themes, this topic allows children to play with different ways of creating art. Using Van Gogh's artwork as inspiration, children learn to add texture to their work and consider creating different tints and shades, using watercolours and shading.

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

From Reception and Nursery I can:

(Understanding the World)

- To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. (EYFS)

SKILLS YOU ALREADY HAVE

From Reception and Nursery I can:

(Understanding the World)

- To look closely at similarities, differences, patterns and change. (EYFS)
- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. (EYFS)

Key Vocabulary

weather forecast	A prediction of what the weather will be like in the future.
symbols	Pictures or signs that help us understand something.
extreme	Beyond what is normal.
drought	When there is no rainfall for a long time.
flooding	When usually dry land is covered with a large amount of water.
blizzard	A very heavy snowstorm with high winds.
heatwave	Unusually hot weather over a long period.
hurricane	A storm with extremely strong winds.
climate	The usual weather conditions of an area.

NEW GEOGRAPHY KNOWLEDGE

- To identify differences between seasonal and daily weather patterns, and observe and describe 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, then make predictions about the weather which are helpful.
- 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.

NEW GEOGRAPHY SKILLS

- Use basic geographical vocabulary to refer to key physical features, including: season and weather
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage



YEAR 2

SCIENCE

SPRING 1

ANIMALS INCLUDING
HUMANS

PRIOR KNOWLEDGE

From Reception and Nursery I can:
(Understanding the World)

- To talk about some of the things they have observed, such as plants, animals, natural and found objects. (EYFS)
- To develop an understanding of growth, decay and changes over time. (EYFS)

SKILLS YOU ALREADY HAVE

From Reception and Nursery I can:
(Understanding the World)

- To show care and concern for living things and the environment. (EYFS)

(Physical Development)

- To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can

Key Vocabulary

amphibians

Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.

birds

All birds have a beak, two legs, feathers and wings.

fish

Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.

mammals

Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.

reptiles

All reptiles breathe air. They have scales on their skin.

carnivore

Animals that mostly eat other animals (meat) are carnivores.

herbivore

Animals that only eat plants are herbivores.

omnivore

Animals that eat both plants and other animals are omnivores.

NEW SCIENCE KNOWLEDGE

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To describe and compare the structure of a variety of common animals.
- To identify, name and sort animals that are herbivores, carnivores and omnivores.
- To name and label the parts of the human body.
- To name the five senses and to perform simple tests to find out more about them.
- To sort animals according to a criteria.

NEW SCIENCE SKILLS

- Use a microscope/magnifying glass.
- Group things together by their features.
- Find the answer to questions by looking carefully at things.
- Collect my results and write them down.

Amphibians



frog



toad



newt



salamander