








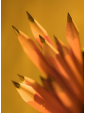




## Our Year 1 Curriculum - Spring 1



<b>Big Question</b> 	What makes London a capital city?
<b>Maths</b> 	<p>Addition and Subtraction within 20: Children can recognise which numbers represent the whole and which represent parts, and can translate them correctly into a part-whole model. Children swap parts in additions (<math>a + b = c</math> and <math>b + a = c</math>) and translate into subtractions, understanding that taking away one part will give the other (<math>c - b = a</math> and <math>c - a = b</math>).</p> <p>Place Value - Numbers to 50: Children will be interpreting, ordering and comparing numbers to 50. A strong understanding of numbers to 50, including their place value and relative sizes will enable children to extend calculation skills and number knowledge to a larger number and to an increasing range of situations.</p> <p>Multiplication: Children will count in 2s, 5s and 10s. They will also be introduced to counting in multiples of 2 and 10. They will learn this through skip counting, i.e. in 2s or 5s. They will use visual representations such as number lines, Numicon and 2p, 5p and 10p coins.</p> <p>Equal Groups: Children will develop their understanding of multiplication as repeated addition and understanding the difference between equal and not equal groups. This is an important step in their understanding as they will be able to see the patterns and understand the process of skip counting and equal groups before formal times tables in year 2.</p>
<b>English</b> 	<p>Narrative: Children will retell narrative in chronological order using the storybook 'Handa's Surprise'. They will use adjectives and sequencing words to sequence the story.</p> <p>Poetry: Children will write a short poem using rhyming words. They will use the book 'Giraffes Can't Dance'.</p> <p>In their spelling, grammar and punctuation children will leave spaces between words, begin to punctuate sentences with capital letters and full stops. They will learn how to apply adjectives, use suffixes -s and -es for plurals and use suffix -ing to change a verb.</p>
<b>Geography</b> 	<p>This term the children will be studying the concept of civilisation, specifically, what makes London a capital city. They will learn to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. They will use world maps, atlases and globes to identify the United Kingdom and its countries and seas. Children will use simple compass directions (north, south, east and west) to locate the countries on a UK map. Aerial photographs and plan perspectives will be used to recognise landmarks and basic human and physical features. Physical geographical vocabulary will include; sea, river coast and human vocabulary; city, town and shop.</p>
<b>Science</b> 	<p>Children will study the concept of seasonal change, in particular, Winter this term. They will observe the changes from the autumn season into winter. They will observe and identify the key features of winter using their senses. They will describe the weather associated with winter and understand how the length of day changes in the different seasons.</p>

<p>PSHE</p> 	<p>Through the concept of 'Living in the wider world' children will discover what money is - that money comes in different forms and how money is obtained (e.g. earned, won, borrowed and given as a present). They will discover how people make choices about what to do with money, including spending and saving. Children will explore the difference between needs and wants and that people may not always be able to have the things they want and how to keep money safe and the different ways of doing this.</p>
<p>Music</p> 	<p>In Music we shall be exploring pulse and rhythm using our voices expressively and creatively by singing songs and speaking chants and rhymes. They will experiment with, create, select and combine sounds using the inter-related dimensions of music. Children will play tuned and untuned instruments musically, and listen with concentration and understanding to a range of high quality live and recorded music.</p>
<p>Religious Education</p> 	<p>Through the concept of Symbols children will understand why signs and words are special, they will identify the symbols that the main 6 religions use: the cross - Christianity, Christians, the Church. The Star of David - Judaism, the Synagogue. The Crescent Moon and Star - Islam, the Mosque. Om - Hinduism, Hindus, The Temple/Mandir. The Khanda - Sikhism, Sikhs - Gurdwara. An Eight Spoke Wheel - Buddhism, Buddhists, The Temple. Children will use a range of religious words associated with religious artefacts, places of worship and special times. They will reflect on how religious symbols are used and their meaning.</p>
<p>Indoor PE</p> 	<p>Our concept in PE is Dance. Through Dance we shall practise listening and following instructions. Children will cooperate and communicate with a partner to solve challenges. They will work cooperatively as a team, listen to commands and take turns. They will use communication skills to lead a partner and plan with their partner and small groups to solve problems. Children will also have regular swimming lessons.</p>
<p>Art</p> 	<p>We shall explore Sculpture in art, joining recycled materials together to form a base shape for sculpture. Children will use papier mache to create a structure from a base shape and use paper to fold, twist, curl and slot to make sculptural structures. They will assemble works of art together to create a final group piece. We shall name different types of paper and identify their different properties.</p>