














## Our Year 1 Curriculum – Spring 2



<b>Big Question</b> 	How did the changes in transport affect trade?
<b>Maths</b> 	<p>We will be learning to skip count in multiples of 2s, 5s and 10s. We will explore measure in terms of length and height as well as weight and mass. We will compare, describe and solve practical problems for; lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] and mass/weight [for example, heavy/light, heavier than, lighter than]. We will measure and begin to record lengths and heights and mass/weight.</p> <p>We will move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, we will begin to use measuring tools such as a ruler, weighing scales and containers.</p>
<b>English</b> 	<p>Narrative: Children will spend a week immersing themselves into the story 'On The Way Home' by Jill Murphy by orally rehearsing the text and creating story maps of the main events. They will spend the second week looking closely at the vocabulary and grammar features of the text before moving on to change parts to create their own story where an animal finds an instrument in another setting. For their final written outcome, children will plan, write and edit an alternative version of the story. In spelling, grammar and punctuation children will also apply the following to their writing: Multi clause sentences – coordination (using or, and, or but); Adverbs (time): Adverbs (manner; slowly, beautifully) and Noun phrases.</p>
<b>History</b> 	<p>Children will develop an awareness of the concept of the past. They will question how the changes in transport helped trade, examining changes within living memory and, where appropriate, use these to reveal aspects of change in national life. Children will explore the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To answer our big question in History we will be learning: How trains have changed over time; how boats have changed over time and how planes have changed over time.</p>
<b>Science</b> 	<p>Materials, children will examine which materials are the most absorbent. We will distinguish between an object and the material from which it is made. We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. We will describe the simple physical properties of a variety of everyday materials. We will compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<b>PSHE</b> 	<p>Through the concept of Health and Wellbeing children will know that things people put into or onto their bodies can affect how they feel and how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicine every day to stay healthy.</p>

<p><b>Music</b></p> 	<p>In Music children will be exploring Duration and will be creating vocal sounds that are long and short. They will be able to read a graphic score using pictures representing long and short sounds. They will sort percussion instruments into short and long sounds.</p>
<p><b>Religious Education</b></p> 	<p>In RE we shall be questioning whether all stories teach us something. Children will be introduced to The Bible and the Old Testament, we will share Noah and the Ark story and the story of The Good Samaritan. Children will have readings from The Torah, Moses and the story of Pesach. They will hear The Easter story and learn about the significance of the Easter egg.</p>
<p><b>Design &amp; Technology</b></p> 	<p>The concept for Design &amp; Technology this half term is wheels and Axis. The children will design purposeful, functional and appealing products for themselves and other users based on design criteria. They will generate, develop, model and communicate their ideas through talking, drawing, using templates and mock-ups and, where appropriate, information and communication technology. Children will select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). They will select from and use a wide range of materials and components including; construction materials, textiles and ingredients according to their characteristics. Children will explore and evaluate a range of existing products, evaluate their ideas and products against design criteria and explore and use mechanisms (i.e. levers, sliders, wheels and axles) in their products.</p>
<p><b>PE</b></p> 	<p>In PE, children will be taking part in team building activities. For this, they will be learning:</p> <ul style="list-style-type: none"> <li>● To co-operate and communicate with a partner to solve challenges.</li> <li>● To explore and develop teamwork skills.</li> <li>● To develop communication skills.</li> <li>● To use communication skills to lead a partner.</li> <li>● To plan with a partner and small group to solve problems.</li> <li>● To communicate with a group to solve challenges.</li> </ul>
<p><b>PE</b></p> 	<p>In PE, children will also be doing yoga. In these sessions, they will be learning:</p> <ul style="list-style-type: none"> <li>● To explore yoga and mindfulness.</li> <li>● To be able to copy and remember poses</li> <li>● To develop flexibility when holding poses.</li> <li>● To develop balance whilst holding poses.</li> <li>● To create yoga poses using a hoop.</li> <li>● To create a yoga flow with a partner.</li> </ul>