

## Year 1 - Curriculum Map

### Spring 2



**This term's value is AMBITION**

#### Enrichment:

- Chicks in school
- A visit from the Firefighters
- Trip to Paradise Wildlife Park

#### Art: Printing

In Art, we will be studying the work of Karen Lederer. The children will explore some of her work and develop the skill of printing with objects as well as creating stencils and relief prints to finalise their finished piece.

#### Music: English Folk Music

We will learn about the role music played in everyday life before the industrial revolution. We will also learn a traditional dance and traditional English folk songs.

#### Spanish:

We will learn 7 jungle animals (nouns and definite articles) via colourful and immersive lessons. Each lesson will be accompanied by a song which we will be encouraged to actively participate in.



#### Computing: Information technology

The children will have the opportunity to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book.

#### RE: Places of Worship

Having looked at three different places of worship last term, the children will find out more about symbols in places of worship and look for similarities and differences. The children will find out how some traditions use music as part of worship and begin to give simple descriptions of similarities and differences in use of music.

#### PE:

##### Dance (indoor)

In dance, the children will explore travelling actions, movement skills and balancing.

##### Games (outdoor)

During games, the children focus on sending and receiving skills with a partner and in groups.

#### English:

##### Living eggs – diary entry

Children will write a diary entry based on the life cycle of a chick.

##### Narrative – Where The Wild Things Are

Children will write a narrative based on the popular story Where The Wild Things Are. The children will orally rehearse the story, map it out and innovate to create their own versions. They will apply capital letters, full stops, adjectives for descriptions, conjunctions interesting sentence starters.

##### Non -Fiction

Children will use their scientific knowledge to write a fact file about an animal of their choice

##### Reading and Phonics

Children will continue to 'grow the code' in phonics and learn alternative pronunciations for graphemes they are already familiar with.

#### Science: Animals

In Science, the children will learn to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. They will explore their diets and find out which animals that are carnivores, herbivores and omnivores. Children will describe and compare the structure of a variety of common animals.

#### PSHE: Rights and Responsibilities

In PSHE lessons, children will be learning to identify what they like about the school environment and recognise who cares and looks after it. The children will demonstrate responsibility in looking after our chicks in school and explain the importance of looking after things that belong to themselves or to others.

#### Maths:

##### Place Value (Within 50)

The children will look at counting on from 20 to 50 with a focus on bridging through the tens barrier. The children will look at making groups of tens and ones and partitioning numbers within 50, before moving onto looking at a number line and estimation.

##### Length and height

The children will compare lengths and heights

As well as measure objects using non-standard units. The children will finally look at measuring length in centimetres and using the ruler correctly

##### Mass and volume

The children will firstly look at key vocabulary such as heavier, lighter, full, empty. The children will compare and measure capacity and volume.

#### Geography: The United Kingdom

The Geography, the children will learn about the United Kingdom and its four countries. The children will look at key physical and human features of each country and their capital cities. The children will use an atlas to support them to locate the countries within the United Kingdom as well as key cities.

#### History: The Great Fire of London

In History, we will be beginning with developing an understanding of historical chronology and where the Great Fire of London fits within that. We will then move onto developing an understanding of what happened during 1666 when the fire started and what sources we use to find out that information. Finally, we will look the impact the fire has had on the London today and what changes were made when rebuilding the city.