



Year 1 Spring Term Curriculum Map (First Half)



MATHS

Children will be introduced to the structures of addition and subtraction through the use of number stories e.g. first, next, then. They will be introduced to the symbols that represent addition and subtraction and learn how to represent these in an equation. They will explore that addition is commutative and begin to know and understand that addition and subtraction are inverse operations.

Key Vocabulary: Sum, plus, minus, addend, commutative, equal, equation, odd, even, addition, subtraction, inverse, subtrahend, minuend.

ENGLISH

Children will explore the purpose of different types of writing: rhymes, jingles and diaries. They will continue to think about the audience, features of the text (informal chatty language, first person). They will use adjectives and verbs to enhance their sentences, linking ideas using 'and'. Children will continue to learn how to use question marks, exclamation marks & other types of punctuation in their writing. They will review then edit their own sentences to ensure they include noun/s, a verb and make sense. We will be using the texts 'Rumble in the Jungle' and 'Little Red Riding Hood's Diary' to support the children's writing.

Key Vocabulary: multi-clause sentence, noun, subject, verb, conjunction, word, finger space, capital letter, punctuation, full stop, inverted comma, exclamation mark, question mark.

PSHE

The children will explore what being safe online means. They will begin to understand that information is precious or special because it applies just to them and that this private information should not be shared. The children will develop their thinking about how they want themselves to be seen online. They will learn how to publish and evaluate the safety of their online profile. The children will learn: how to evaluate what they see online; strategies to keep themselves safe; what to do if they access material which is inappropriate, or makes them feel uncomfortable.

Key Vocabulary: identify, private, evaluate, profile, real life, online, uncomfortable, safety.

PE

Health and Wellbeing: The children will learn to move quickly and easily (agility), using different parts of their bodies efficiently (coordination) whilst remaining upright and steady (balance).

Gymnastics: The children will further develop their ability to make different body shapes (narrow, curled, wide) using small and large parts of the body. They will learn how to transition between body shapes when using apparatus. They will use this knowledge to create sequences of movement on the floor and apparatus.

Key Vocabulary: agility, balance, coordination, narrow, wide, curled, sequence, apparatus, health, wellbeing, movement, gymnastics.

SCIENCE

Children will learn to develop their knowledge of animals looking at how animals: including fish, amphibians, reptiles, birds and mammals are grouped according to their shared properties. They will learn to identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Key Vocabulary: carnivores, herbivores, omnivores, fish, amphibians, reptiles, birds and mammals

GEOGRAPHY

The children will understand that their local area is a small part of England, which is one of the four countries that make up the UK. They will learn where England, Scotland, Wales and Northern Ireland are located on a map. The children will begin to recognise key landmarks for each country and talk about if a landmark is a physical or human feature. The children will learn that each country has its own capital city. They will name each capital city and the seas that surround the UK. The children will learn that compasses can be used to show direction and begin to use a recognised compass points when giving simple directions.

Key Vocabulary: locate, United Kingdom, country (England, Scotland, Wales, Northern Ireland), midlands, capital cities (London, Edinburgh, Cardiff, Belfast) seas (North/ Irish/ Celtic Seas, English Channel), compass points (north, south, east, west), town.

COMPUTING

Programming A: 'Moving a Robot' The children will identify what each command does & begin to predict what will happen for a short sequence of instructions (program). They will learn how to input a program to move a robot around a space to reach a specific location. They will share their understanding of what instructions are needed by representing each command to make an algorithm. The children will use their problem-solving skills to explore how to debug their instructions when the robot doesn't reach the desired location. They will use this knowledge to design & navigate by predicting which route is needed before using a sequence of instructions.

Key Vocabulary: robot buttons instruction command sequence order program algorithm debug error predict route right/left turn for/backward go clear (X) decomposition

Design Technology

Children will explore different types of mechanisms. They will be introduced to 'levers and sliders'. The children will design their own books using different materials and techniques (levers and or sliders). They will use these experiences and knowledge to create a scene from a story book that meets a design brief.

Key Vocabulary: slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function.

PHONICS

Children will learn to recognise & read words containing: **y** (funny), **ea** (head), **wh** (wheel), **oe ou** (toe, shoulder), **y** (fly), **ow** (snow), **g** (giant), **ph** (phone), **c** (ice), **ve** (give), **le al** (apple, metal), **o-e o ou** (some, mother, young), **se ce** (mouse fence), **ey** (donkey).

Key Vocabulary: digraphs (two letters one sound), tri-graphs (three letters one sound), blend, chunk,

RE

Over the next term the children will explore what Jewish people believe & what difference this makes to how they live. They will find out about Jewish beliefs about God as expressed in the Shema (prayer) & the special times that many Jewish families celebrate (Shabbat). They will learn to recognise special objects that can be found in many Jewish homes & begin to understand why they are meaningful. The children will answer questions about what is precious & how objects or celebrations help Jews remember what God is like.

Key Vocabulary: precious, meaningful, Jewish, mezuzah, challah, goblet, seder plate, star of David, menorah, kippah, Shema, Shabbat, Chaddah.

MUSIC

The children will perform songs and chants about the weather adding actions and percussive accompaniments. They will learn how to control and change dynamics as well as tempo. The children will explore the sounds created by different instruments and use this knowledge to select which instrument they need to create different sound effects. They will learn how to match sounds to symbols and read from simple graphic scores.

Key Vocabulary: dynamics, tempo, sound effect, symbol, score.

SPELLING

Children will learn to spell these words during phonics sessions: **any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work.**

Key Vocabulary: word, segment, pattern