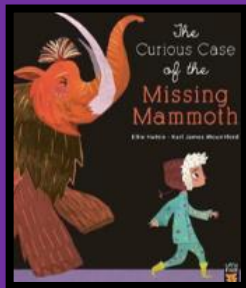
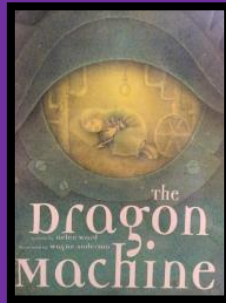
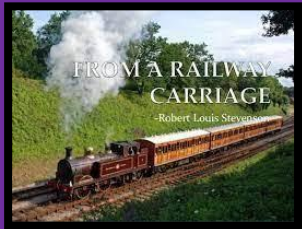


As readers and writers we will read:

- Dragon Machine by Helen Ward
- From a Railway Carriage by Robert Louis Stevenson (Poetry)
- The Curious case of the Missing mammoth by Ellie Hattie
- At the Zoo by W.M. Thackeray (poetry)

Within these units we will:

- Discuss word meanings, linking new meanings to those already known
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read
- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher.



Y1 Curriculum Spring Term Cycle 1



As mathematicians we will:

- Add by counting
- Find and make number bonds
- Add by making 10
- Subtraction – Not crossing 10
- Subtraction – Crossing 10
- Compare number sentences
- Explore numbers to 50
- Learn about tens and ones
- Represent numbers to 50
- Find one more and one less
- Compare numbers
- Order numbers to 50
- Compare and measure length
- Introduce weight, mass, capacity and volume

As scientists we will:

- Complete the unit 'Sensitive bodies' where we will
- Identifying and naming body parts
- Conduct practical activities with the senses to spot patterns and answer questions.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and Omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

In Religious Education we will:

- Recognise the words of the Shahadah and that it is very important for Muslims.
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad
- Give examples of how Muslims use the Shahadah to show what matters to them.
- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God.
- Give an example of how Christians put their beliefs into practice in worship.

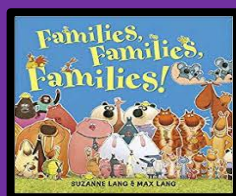
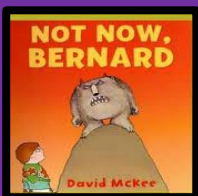
As geographers we will:

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Identify the four compass directions.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

As Artists we will:

Complete the unit 'Woven Wonders'. This unit focuses on developing pupils' ability to express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuña. It emphasises skills such as measuring, choosing materials, and resilience in artistic creation, catering to children's creative and cognitive development.

Book we will read together:



As historians we will we will:

- Identify important events surrounding the history of flight.
- Explain how a significant event has changed the lives of others.
- Ask questions about people and events in the past.
- Use primary sources to find out about people and events in the past.
- Correctly order five events on a timeline.



As citizens we will we will:

Complete the unit 'Hopes and Dreams' where we will visit the following:

- Setting and achieving goals
- How to work well with a partner
- Challenge ourselves to stretch our learning.
- How to overcome obstacles
- Understand our own feelings and knowing what success feels like.

As musicians we will:

- Learn how songs can tell a story or describe an idea.
- Create rhythms for others to copy
- Learn that they can make different types of sounds with their voices –
- Record a performance and listen back.

As computer users we will:

- Learn how to stay safe online and look at differences and similarities between the online world and real world.
- Recognise cause and effect when pressing buttons on a Bee-Bot.
- Discuss and demonstrate how the Bee-Bot works.
- Record video ensuring everyone is in the shot.
- Give a number of clear instructions in sequence.
- Program a Bee-Bot to reach a destination.
- Identify and correct mistakes in their programming
- Use a computer to make a list
- Explain the benefits of making a list on the computer
- Use a basic range of tools on graphics editing software to design a rocket
- Sequence instructions
- Follow instructions to build their model rocket
- Input data about their rockets into a table or spreadsheet.

In Physical Education we will:

- Complete regular daily miles
- Complete a range of skills in our unit 'Send and Receive' including being able to;
 - Demonstrate and understand how to throw with good weight and speed, individually and as a pair.
 - Use a range of small equipment to aim consistently at different targets.
 - Demonstrate and understand receiving techniques.
 - Know and understand how to use equipment safely and with control.
 - Demonstrate control when travelling, sending and receiving with equipment.