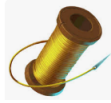


YEAR 1 – SPRING TERM 2024

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading:

- apply phonic knowledge and skills as the route to decode words
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to

Writing:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense
- Learn to leave spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Democracy – discussing opinions and valuing others



Vocabulary – reading new words and understanding their meaning
Broader Understanding of the world – reading a variety of genres from around the world

MATHS

- Addition and subtraction beyond 20.
- Place value within 50.
- Multiples of 2s, 5s and 10s.
- Problem solving.
- Deepening understanding of mathematical problem solving and strategies to use in order to find an answer.

- Counting in 2's, 5's and 10's
- Compare lengths and heights
- Measure length (non-standard)
- Measure length (standard)
- Weight and mass
- Capacity and volume



Vocabulary – understanding the meaning of mathematical concepts, fewer, more, less, greater than.

SCIENCE

- Observing the signs of Winter, including the amount of daylight hours.
- Describe simple properties of different materials.
- Name, label and understand the function of organs.
- Identify and name deciduous and evergreen trees.
- Naming common plants and flowers.
- Seasonal changes – go for a walk and identify the signs of Spring. Including the length of the day.
- Growing cress experiment.
- Review cress experiment – identify what plants need to grow – sunflower competition.



Sustainability - learning about the importance of plants for our planet. Learning where our food comes from and how to grow our own.



Broader understanding of the seasons, the world we live in and extension of vocabulary related to each topic.

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music



Diversity – adapt and enhance our skills.
Religion – singing is an act of worship.



Cultural Experiences – exploring music from different cultures.



Mutual Respect – sharing and respecting other's opinions.

PE

Gymnastics

- Perform a sequence of movement on the floor and on apparatus.
- Perform spins and turns.
- Perform in unison and in canon with a partner.

Hit, Run, Catch

- Use a range of throwing and rolling skills.
- Collect a moving ball from the ground.
- Catch over short distances.
- Throw and retrieve with increasing accuracy.



Mutual respect – sharing and evaluating our gymnastics routines.



Personal skills – understanding the need to keep healthy, the importance and benefits of exercise.

RE

- To recognise what 'belonging' means and how it affects our lives.
- Consider what belonging to Judaism means to Jews.
- Explore different Jewish artefacts and their significance.
- · Mother's Day/ Easter
- •Recognise that incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories from the Bible/ recognise a link with the idea of Salvation.
- •Think about how Christians show their beliefs about Jesus' death and resurrection.

Keywords—belong, group, Jewish, Shabbat, Synagogue, worship, Palm Sunday, resurrection, king, cross, saviour, rescue, save, love, sadness, hope, heaven, tradition, Holy Week



Religion – learning about world religions and the impact their beliefs have on daily life.



Tolerance of different faiths and beliefs.



Broader understanding of the world – comparing and contrasting beliefs in different religions, including Christianity.

COMPUTING

Online Safety and We are Painters

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Use technology to create, organise, store, manipulate and retrieve digital content.



Broader understanding of the world- the impact and benefits of the internet including finding information.

DT

Making a vehicle.

- Exploring how vehicles move and the parts which are necessary for this action.
- To design our own small scale vehicle.
- Learn technical terms for vehicle parts.
- To evaluate and improve upon our work.

Broader understanding of the world – how we can impact the world through sustainability.



ART

Painting: Exploring Watercolour

- Explore watercolour and discovering we can use accidental marks to help us make art.
- Look at work by artists Paul Klee and Emma Burleigh
- Compare works of different artists and explain what we like about each.



Mutual respect – evaluating artists work and peer assessment of work created.

PSHE

- Learn to recognise how we keep ourselves safe in our daily lives.
- Understand what our bodies need to keep healthy and fit.
- Begin to understand emotions associated with feeling unsafe.
- •Recognise the importance of hygiene routines and how to sequence a routine.
- •Explain the importance of looking after things that belong to themselves or to others.



Personal skills



Diversity



Rule of Law
Individual liberty

HISTORY

How has shopping changed since my great grandparents were 5 or 6?

- Look at changes within living memory – discussions with parents, grandparents and great grandparents about their memories of shopping and the high street from their childhood; to consider how it is similar or different to today.
- We will look at our local high street and use historical evidence to learn about changes that have occurred.



Tolerance of different faiths and beliefs – our serves a diverse community.
Mutual respect – learning that others may not have had the same experiences at school as us.



Broader understanding of the world - how our school fits into the local community.



Religion – how our school began and key figures involved.

GEOGRAPHY

How has shopping changed since my great grandparents were 5 or 6?

Use basic geographical vocabulary to refer to:

- Locate shops on a simple map of the local area.
- Conduct fieldwork of the local area looking at shops in the locality – look at how buildings/ shops have changed over time.
- Identify seasonal & daily weather patterns in the UK



Democracy – learning about the local area.



Broader understanding of the world – how our immediate environment fits in to our local area.



Sustainability – understanding the importance of taking care of our environment