

Whaley Thorns Primary School

Year 1 Spring Planning 2023-2024



Our Reading Curriculum



Theme:
Myself and others

Concept:
Community

Topic:
Castles
and Kings

English

Writing

To write a sequence of simple sentences to form a short narrative.
To write for a variety of purposes.
To re-read sentences aloud and check that they make sense.
To use some expanded noun phrases to describe.

To demarcate most sentences with full stops and capital letters at the beginning of sentences and for proper nouns.
To use the co-ordinating conjunctions 'and', 'but' and 'because', mostly correctly.

To segment words into phonemes and represent these with graphemes, sometimes spelt correctly.

To spell some/most HFW*.

To spell some common exception words*.

To know and apply some spelling patterns correctly (in particular: adding -s/-es, -ing/-ed/-er/-est, and un-) (*linked to Little Wandle Phonics).

To use correctly formed letters.

To writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.

Writing Outcomes

Retell (George and the Dragon)
Instructions (how to be a knight)
Parody (Jack and the Beanstalk)
Observational diary (how a seed grows)

Reading

To check that a text makes sense as it is read and to self-correct.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which pupils can read independently.

To link what is read by/or read to pupils to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To discuss word meaning and link new meanings to those already known.

To begin to make simple inferences.

To predict what might happen on the basis of what has been read so far.

To listen to, appreciate and recite simple poems and rhymes by heart.

Recognise and join in with predictable phrases.

Mathematics

Numbers to 20

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

given a number, identify one more and one less.

identify and represent numbers using objects and pictorial representations.

read and write numbers from 1 to 20 in numerals and words.

recognise the place value of each digit in a two-digit number.

Addition and subtraction within 20

represent and use number bonds and related subtraction facts within 20.

add and subtract one-digit and two-digit numbers to 20, including zero.

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Numbers to 50

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

given a number, identify one more and one less.

identify and represent numbers using objects and pictorial representations.

recognise the place value of each digit in a two-digit number (tens, ones).

Introducing length and height

compare, describe and solve practical problems for:

measure and begin to record the following:

lengths and heights

Introducing mass and capacity

compare, describe and solve practical problems for:

measure and begin to record the following:

mass/weight

capacity and volume

Science

Exploring everyday materials

Build a structure strong enough to withstand winds.

Build a waterproof structure.

Understand the properties of glass and its uses.

Understand that materials are used to create a variety of furniture.

Explore a variety of fabrics and understand their different properties.

Explain the uses of materials and why they are suitable.

Exploring everyday materials

Identify and name a variety of everyday materials.

Distinguish between an object and the material it is made from.

Describe the properties of everyday materials. Identify objects that are natural and those that are manmade.

Predict and identify if an object will float or sink.

Humanities

History - Why do we have castles and kings?

Know what a castle is.

Know how castles were needed to protect people.

Know why we probably have a castle close to you.

Know about the special features of a castle.

Know why many stories mention castles.

Geography – What do I know about the UK and Bolsover?

Know my address and postcode.

Know what road signs mean.

Know the names of the countries that make up the United Kingdom.

Know how to use a simple map.

Know the difference between a village, town and city.

Expressive Arts & Design

DT – Mechanisms

To explore making mechanisms.

To design a moving storybook

To construct a moving picture.

Art – Sculpture

To roll paper to make 3D structures.

To shape paper to make a 3D drawing.

To apply paper shaping skills to make a castle.

Art – Painting

To investigate how to mix secondary colours.

To apply knowledge of colour mixing when painting.

To explore colour when printing.

To experiment with paint mixing to make a range of secondary colours.

To apply painting skills while working in the style of Clarice Cliff.

Music

Exploring sounds

(If You're Happy and You Know It, Sing Me a Song, Sparkle, Rhythm in the Way We Walk, Big Bear Funk)

Learning to listen

(Days of the Week, Name Song, Cuckoo, Upside Down, Hush Little Baby)

Let's find and keep a steady beat. Keep a steady beat when improvising.

Listen carefully and copy back the actions.

Play or clap simple rhythmic patterns using long and short sounds.

Clap four-beat rhythms, creating long and short sounds.

Respond to the questions, thinking about the music. Respond to different high and low pitches. Improvise using one, two or three notes, using F, G and A.

Enjoy some 'Did You Know?' facts about the song.

RE

1.6 How and why do we celebrate special and sacred times?

Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion.

Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers.

Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.

Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.

1.7 How should we care for others and the world and why does it matter?

To learn about what Christian, Jewish and non-religious people believe about caring for people.

To understand what Jewish people believe about caring for people.

To know what Christians and Jewish people believe about the beginning of the world and how they think people should treat the world.

Computing

Digital painting

To describe what different freehand tools do.

To use the shape tool and line tool.

To make careful choices when painting a digital picture and explain why I have used specific tools.

To use a computer on my own to paint a picture.

To compare painting a picture on a computer and on paper.

Always be kind and considerate

To understand how to treat others, both online and in person.

PSHE & RSE

Difference and Diversity

Understanding that they belong to different groups. Identifying ways in which they are unique.. Identifying and respecting the differences and similarities between people.

Being Responsible

Identify how they can contribute to the life of the classroom and school. Construct and explore the importance of rules. Explore and understand that everyone has rights and responsibilities. Identify what improves and harms their environments. Recognise what is fair/unfair, right/wrong, kind/unkind.

Being Me

Recognise they belong to different groups and communities such as family and school. Explore ways in which they are all unique. Identify ways in which we are the same as all other people; what we have in common with everyone else. Offer constructive support to others. Identify what makes them special.

Money Matters

Recognising what money looks like. Identifying how money is obtained. Understanding the ways money can be used. Understanding how to keep money safe and what influences choices.

PE

Health and Fitness

To develop speed and agility. To practice jumping correctly. To perform balances, showing control and coordination. To take turns with peers. To take part in a circuit relay.

Yoga

To perform basic yoga poses with some balance. To begin to relax the body in rest pose. To perform sun pose. To try some challenge poses. To make up a story with some yoga poses.

Team Games

To be able to move and stop safely. To be able to throw and kick in different ways. To be able to stop a ball. To play games that involve a ball.

Attacking and Defending

To use space to try to score points in a team game. To mark another player. To defend the space between players. To pass the ball to another player. To get past a defender. To use attacking and defending skills in a team game.

Enrichment- Kindness Curriculum, Easter Egg-stravaganza. Places of Worship Theme Week, NSPCC Number Day, Mental Health Awareness Week, World Book Day, Poetry Afternoon.