



## Curriculum Information Sheet - Spring Term 2 2021-2022

### Year 1 Classes: Dancing Dolphins & Talented Turtles

February 2022

Dear year 1 parents/carers,

Here is the curriculum information for your reference - please note that the information is subject to change based on the children's needs, interests, and our daily assessment for learning.

#### ENGLISH



Children will be learning to consolidate the key skills of writing in English lessons. We will take a more cross-curricular approach to learning so they will be challenged to use their writing linked with different areas of the curriculum. They will spend some time writing poems and descriptions based on Lord Chaitanya during our Gaura Purnima celebrations.

In preparation for the Easter assembly, the children will learn about the Easter story and why it is celebrated in the Christian faith.

We will continue to work on ensuring the children are more accurate with using the past and present tense when writing as well as editing more of their writing.

During Guided Reading sessions, we will continue to work on applying the children's decoding skills by using decodable books and work on their comprehension skills, including answering inference questions.

**Main key texts: 'The Selfish Crocodile' 'The Easter Story'**

#### **SPAG information**

Using capital letters and full stops in sentence writing.

Spell by using their phonics knowledge, their knowledge of common exception words.

Using 'and' and 'because' to join words and clauses.

Understanding how words are joined together to make sentences.

How to write so their sentences that makes sense.

Understanding the terms singular and plural, and knowing when to use -es, -s in words.

#### **To be able to spell:**

- Words using all the basic phonemes taught, up to Phase 5
- Year 1 common exception words

#### **To understand the terminology:**



Letter, capital letter, word, sentence, comma, speech marks, connectives, adjective, adverb, suffix, prefix and full stop.

#### **Phonics**







Re-capping phase 5 and begin to learn split digraphs

Teaching reading and writing Common Exception Words (*please see the Common Exception Words from the Summer Homework - these are the same as Tricky Words*)




<p><b>MATHS</b></p> 	<p>We will be covering the following units:</p> <p><b>Place Value</b> - Count, read and write numbers from 1-50</p> <ul style="list-style-type: none"> <li>• Identify and represent numbers using objects and pictorial representation</li> <li>• Use dienes/Base 10 confidently to represent numbers</li> <li>• Count in twos, up to at least 50</li> <li>• Count in fives, up to at least 50</li> </ul> <p><b>Measurement: Length &amp; Height (2 Weeks)</b> - Compare lengths and heights</p> <ul style="list-style-type: none"> <li>• Measure length using non-standard units</li> <li>• Measure length using a simple ruler</li> </ul> <p><b>Measurement: Weight &amp; Volume (2 Weeks)</b></p> <ul style="list-style-type: none"> <li>• Introduce weight and mass</li> <li>• Compare and measure mass</li> <li>• Introduce capacity and volume</li> <li>• Compare and measure capacity</li> </ul> <p>Children will get opportunities to develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.</p>
<p><b>SCIENCE</b></p> 	<p><b>Everyday Materials (continued from Spring 1)</b></p> <ul style="list-style-type: none"> <li>• What materials are waterproof? Or what materials can be used to make objects</li> <li>• Compare and group together a variety of everyday materials based on their simple physical properties</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• To know what plants need in order to grow</li> <li>• To know some of the basic parts of a plant</li> <li>• To understand that plants spread their seeds to reproduce</li> <li>• To understand that some trees are evergreen and some are deciduous</li> <li>• To understand that plants are grown for food</li> </ul> <p><b>Seasons (Ongoing):</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>



<p><b>TOPIC WORK</b></p> 	<p><b><u>History of the Local Area/School</u></b></p> <p>Children will explore the past of our school from conducting interviews of adults at the school.</p> <ul style="list-style-type: none"> <li>• Looking at different features of the local area and comparing the present</li> <li>• Observing changes - what was it like in the past and now - considering different viewpoints of different people</li> <li>• Using relevant vocabulary to explain and describe</li> <li>• Analysing the chronology of people and events of different periods as well as artefacts, pictures, and maps.</li> </ul>	
<p><b>ART &amp; DT</b></p> 	<p><b><u>ART</u></b></p> <p>We will continue to explore the work of Giuseppe Arcimboldo (from Spring 1).</p> <p>Key skills: collage, exploring textures and generating our own ideas.</p> 	<p><b><u>DT</u></b></p> <p>Constructing a windmill - Inspired by the song, 'Mouse in a windmill', children design, decorate and build a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p> <p>Link: apply learning related to the stable where the Easter story is set.</p>
<p><b>PSHE</b></p> 	<p><b>For PSHE we will be focussing on: Healthy Me</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between being healthy and unhealthy</li> <li>• To know how to make healthy lifestyle choices</li> <li>• To understand how germs cause disease/ illness</li> <li>• To understand that medicines can help me if I feel poorly / unwell</li> <li>• To know how to keep safe when crossing the road</li> </ul>	
<p><b>MUSIC</b></p> 	<p>We will be having Harrow Services come to teach Music with our children.</p> <p>They will be teaching:</p> <p><b><u>Musicianship 2: Coordination</u></b> - dancing and singing games with movement Rhythm skills development - rhythm patterns and word rhythms Rhythm patterns - ta, titi, shh Solfa - SML Handling percussion instruments (the unit is subject to change).</p>	
<p><b>COMPUTING</b></p> 	<p>We will go continue our unit of on <b>Digital Writing</b>.</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	



<p><b>HEALTH &amp; WELLBEING</b></p> 	<p><b>Physical Education</b>  <u>Team Building</u>  The focus of the learning is to introduce teamwork.</p> <p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out. Pupils will start to learn and understand what makes an effective team.</p> <p><b>Meditation</b>  Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><b><u>Yoga</u></b></p> <p>Continue with skills development.</p> <p>Continue with balance postures.</p> <p>Limited oral breath: focus on nasal breath</p> <p>Develop physical flexibility through challenges.</p>
<p><b>SPECIALIST SUBJECTS</b></p>	<p><b>SANSKRIT</b></p> <p>Spring 2: <b>Reading &amp; Writing:</b> We will be learning to form and sounds am and aḥ</p> <p><b>Conversation:</b> We will learn how to ask permission to go somewhere in the target language.</p> <p><b>Storytime:</b> Rosa goes to the City: We will be extending our vocabulary</p> <p><b>Scriptural Verse:</b> Upanishad - Saha Nāvavatu: We will be developing the pronunciation of the target language through verse recitals.</p>	<p><b>PRE (Philosophy Religion and Ethics)</b></p> <p>Children will learn about the value of developing good friendships and how to create a happy inclusive class. They use the examples of the Pandavas and Duryodhana to compare different approaches to friendship and honesty. Children start to develop integrity via honesty (i.e., 'matching words to reality'). Largely through storytelling, they explore the consequences of telling the truth and telling lies. To begin the long journey of self-improvement.</p> <p><b>Know</b> the story of the Mahabharata in summary.</p> <p><b>Explore</b> how Duryodhana used deceit and lies to achieve his ends and how Yudhistir always spoke the truth.</p> <p><b>Know and differentiate</b> between true and false statements.</p> <p><b>Explore and understand</b>, using appropriate examples from the Mahabharata, how good motivation is important in friendship (why do I want to be his/her friend?).</p> <p><b>Explore and understand</b>, using appropriate examples, that choices, such as telling lies, carry consequences.</p> <p><b>Know</b> when to keep promises (and when not to - related to Safeguarding).</p>