



Curriculum Information Sheet – Spring 2 2023-24  
Year 1 Classes: Dancing Dolphins & Talented Turtles

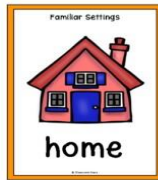
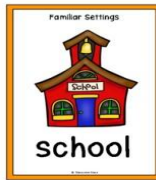
ENGLISH

Phonics  
ee ur ow  
wh y au



This half term the pupils will be focusing on the following genres in their writing lessons:

Stories with familiar settings



Pupils will know the component parts of a story. They will know to check their writing for sense. Pupils will be able to sequence sentences to tell a story and use adjectives to describe a familiar setting.

Instructional Writing

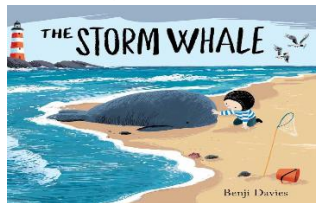


Pupils will know the features and layout of instruction writing. They will know how to write a set of instructions for something they have made. Pupils will use imperative verbs to write command sentences and use a numbered list to order steps in their writing.



Pupils will spend a week writing about a theme linked to World Book Day in March 2024.

Main Key Texts:



We will be using the two texts above as a focus for our Guided Reading lessons – one is called *The Owl and the Pussy-Cat*, which is a classic children's poem first published in 1871 as part of Edward Lear's book *Nonsense Songs, Stories, Botany and Alphabets*. We will continue to focus on developing retrieval, inferencing, prediction, sequencing and vocabulary skills.

Phonics

We will focus on reading and spelling more level 5 phonemes towards the end of the half term.  
*\*We will continue to teach the reading and writing of the year 1 'Common Exception Words' (also known as 'tricky words') throughout the half term.*

## MATHS



### Number: Place Value (within 50)

- Count to 50, forwards and backwards, beginning with 0 or 1, from any given number
- Count, read and write numbers to 50 in numerals
- Given a number, identify one more or one less
- Identify and represent numbers using objects and pictorial representation
- Use dienes/Base 10 confidently to represent numbers up to 50, knowing the number of tens and ones in a given number
- Count in twos, up to at least 50
- Count in fives, up to at least 50

### Measurement: Length & Height

- Compare lengths and heights
- Measure length using non-standard units
- Measure length using a simple ruler

### Measurement: Weight & Volume

- Introduce weight and mass
- Compare and measure mass
- Introduce capacity and volume
- Compare and measure capacity

Children will get opportunities to develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.

The principal focus is to ensure the children become increasingly fluent with whole numbers, including number facts and the concept of place value. Children will develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.

## SCIENCE



### Everyday Materials





- Identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock)
- How we can recognise different materials
- The different properties of materials
- What materials are waterproof?
- What materials can be used to make certain objects with specific properties?
- Compare and group together a variety of everyday materials based on their simple physical properties






### Seasons: (Ongoing)

- Observe changes across the seasons
- Observe and describe weather associated with the seasons and how day length varies

### Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

<p><b>TOPIC WORK</b></p> 	<p><u><b>Geography</b></u>  <u>Hot and Cold Locations</u></p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</li> <li>• Identifying the North and South poles and what they are like.</li> <li>• Where we can find hot and cold countries and what they are like</li> </ul>
<p><b>DESIGN AND TECHNOLOGY</b></p> 	<p><u><b>DT</b></u>  <u>Cooking and Nutrition</u></p> <p>The children will be looking at making a smoothie, they will have the opportunity to taste different fruits to be able to design their own smoothie. The children will have the opportunity to use knives to cut the fruit to be able to blend to make the smoothie and then taste their finished product.</p> <p>Below are some objectives we will cover:</p> <ul style="list-style-type: none"> <li>• Describe fruits and vegetables and explain how to identify fruits</li> <li>• Name a range of places that fruits and vegetables grow</li> <li>• Describe basic characteristics of fruit and vegetables</li> <li>• Prepare fruits and vegetables to make a smoothie.</li> </ul>
<p><b>PSHE</b></p> 	<p><u><b>Citizenship and Transitions</b></u></p> <p>The children will move onto learning about citizenship, exploring similarities and differences and begin to look at democracy.</p> <p>We will cover the following areas:</p> <ul style="list-style-type: none"> <li>• Explain why the class and school rules are important</li> <li>• Discuss the different needs of a range of pets</li> <li>• Describe some of the needs of babies and young children</li> <li>• Recognise some similarities and differences between themselves and others</li> <li>• Identify some groups which they belong to</li> <li>• Recognise that different individuals belong to different groups</li> <li>• Explain why voting is a fair way to make a decision involving a lot of people.</li> </ul>
<p><b>MUSIC</b></p> 	<p>We will be having Harrow Services come to teach Music with our pupils. They will be teaching (subject to change):</p> <p><b>Musicianship 2</b></p> <p>Coordination - 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>This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups.</p> <p>Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>	
<p><b>HEALTH &amp; WELLBEING</b></p> 	<p><b><u>Physical Education</u></b></p> <p><b><u>Feet 1</u></b></p> <p>The focus of learning is to recap the different ways of using our feet to move with a ball.</p> <p>Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</p> <p><b><u>Meditation</u></b></p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><b><u>Yoga</u></b></p> <p>Theme: Animal Safari</p> <p>Objective: Explore various animals through yoga poses and creative play.</p> <p>Asana: Lion Pose, Giraffe Pose, and Elephant Pose</p> <p>Pranayama: Lion's Breath</p> <p>Philosophy: Appreciating the uniqueness and beauty of all creatures</p> <p>Meditation: Imagining being in a jungle full of animals.</p>
<p><b>SPECIALIST SUBJECTS</b></p>  	<p><b><u>Sanskrit</u></b></p> <p>Reading and writing: Devanagari vowels R and rr</p> <p>Topic: Animals</p> <p>Bhagavad Gita: 1.39</p>	<p><b><u>Spanish</u></b></p> <p>Pupils will be learning about family members:</p> <ul style="list-style-type: none"> <li>To name different family members of their family</li> <li>To listen to some family members and do actions accordingly</li> <li>To read family members and locate them in their own family</li> <li>To write family members they can identify in their family.</li> </ul>
<p><b>Philosophy Religion and Ethics</b></p> 	<p><b><u>Integrity</u></b></p> <p>Who is my hero?</p> <p>Children will learn about the value of developing good friendships and how to create a happy inclusive class. Through a basic introduction into the main personalities of the Mahabharat, they will reflect on examples of friendship to compare different approaches to friendship and honesty. Largely through storytelling and linking to real life experiences, they explore the consequences of telling the truth and telling lies. To begin the long journey of self-improvement, they learn to say 'sorry'.</p>	