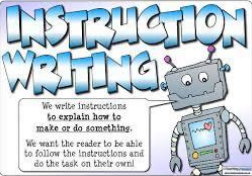
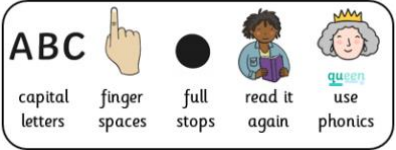
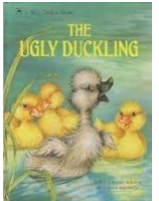
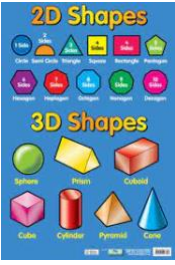
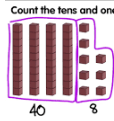
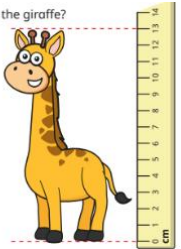




**Year 1: Spring Term Curriculum Information for Parents 2023-24**

Subject Area	Curriculum Information
<p style="text-align: center;"><b>English</b></p>	<p><b>Reading</b> <b><u>The Tale of Peter Rabbit</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for prediction and retrieval</li> <li>• Focus on the biography for retrieval</li> <li>• Focus on the warning signs for inference and the core text for a personal response</li> </ul> <p><b><u>Here we are: Notes for Living on Planet Earth</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for retrieval</li> <li>• Focus on the information text for summarising</li> <li>• Focus on the narrative for inference and the core text for a personal response</li> </ul> <p><b><u>Chocolate Cake: Poetry</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for retrieval</li> <li>• Focus on the narrative for prediction</li> <li>• Focus on the list for inference and the core text for a personal response</li> </ul>
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Recount from Personal Experience</li> <li>• Instructional Writing</li> <li>• National Storytelling Week: The Ugly Duckling- Alternative Version</li> <li>• Stories with Familiar Setting</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p style="text-align: center;"><b>Maths</b></p>	<p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, name and sort 3-D shapes</li> <li>• Recognise, name and sort 2-D shapes</li> </ul> <p><b><u>Place value (within 20)</u></b></p> <ul style="list-style-type: none"> <li>• Counting forwards and backwards and writing numbers to 20 in numerals and words</li> <li>• Representing umbers from 11 to 20</li> <li>• Tens and ones</li> <li>• Counting one more/one less</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p><b><u>Place value (within 50)</u></b></p> <ul style="list-style-type: none"> <li>• Numbers to 50</li> <li>• Tens and ones</li> <li>• Represent numbers to 50</li> <li>• One more one less</li> <li>• Compare objects within 50</li> <li>• Compare numbers within 50</li> <li>• Order numbers within 50</li> <li>• Count in 2s and 5s</li> </ul> </div> <div style="text-align: center;"> <p>Count the tens and ones.</p>  <p>40 + 8 = 48 48 = 4 tens 8 ones</p> </div> <div style="text-align: center;"> <p>How tall is the giraffe?</p>  </div> </div>

- Comparing and Ordering groups of objects and numbers

**Addition and Subtraction (within 20)**

- Add by counting on
- Find and make number bonds
- Add by making 10
- Subtraction – not crossing 10
- Subtraction – crossing 10
- Related facts
- Compare number sentences.

Write the number shown on the ten frames in numerals and words.

Use ten frames to show fifteen and fourteen.

Complete the table.

Numerals	Word	Picture
14		
	sixteen	

Complete the part-whole models.

**Length and Measure**

- Compare lengths and heights
- Measure length (1)
- Measure length (2)
- Mass and Volume

**Introduce weight and mass**

- Measure and compare mass
- Introduce capacity and volume
- Measure and compare capacity

**Science**

**Everyday Materials**

- What are materials?
- What are things made of in school?
- How can I describe materials?
- Which materials are waterproof, and which are not?
- Which materials are transparent, and which are opaque?

**Revisit: Animals Including Humans**

- Revisit and Name It: What features do animals have?
- Describe It: What are the features of the animal group?
- Sort It: Compare animal groups – what do you notice is similar and what is different?

**PRE (Philosophy, Religion and Ethics)**

**Spring 1: Respect- What would Lord Rama do?**

Children will learn about respect, politeness and good manners. Using the Ramayana and Lord Rama's example, pupils will start exploring types of behaviour associated with respect and consider how they reflect such behaviour at home and at school, particularly in relationship to 'key others' e.g. parents and teachers.

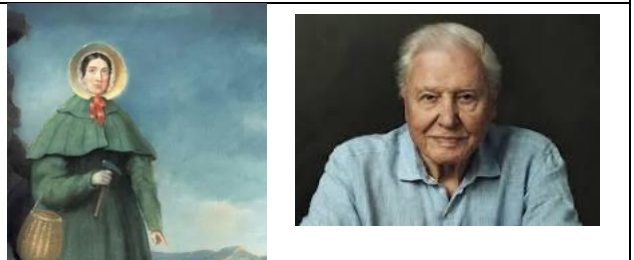
**Spring 2: Integrity- Who is my hero?**

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, they learn to say 'sorry'.

**History**

**The Lives of Significant People: Mary Anning and David Attenborough**


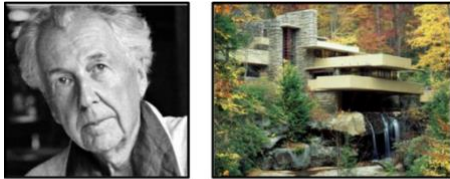


- Who was Mary Anning? What did she do?
- What did Mary Anning discover?
- Who is David Attenborough? What does he do?
- What has David Attenborough achieved?






**Geography**

**Hot and Cold Areas of the World**

- Remember – name and find the 7 continents and 5 oceans of the world.
- Where is the equator?
- Where is hot and where is cold on the Earth?
- Where are the North and South Poles? What are they like?
- Where can I find hot countries? What are they like?

<p><b>Computing</b></p>	<p><b><u>Computing Systems and Networks: Technology around Us</u></b></p> <ul style="list-style-type: none"> <li>• Developing Mouse Skills</li> <li>• Using a computer keyboard</li> <li>• Developing Keyboard skills</li> <li>• Using a computer responsibly</li> </ul>	<p><b><u>Data and Information: Grouping Data</u></b></p> <ul style="list-style-type: none"> <li>• Label and Match</li> <li>• Group and Count</li> <li>• Describe and Object</li> <li>• Making different groups</li> <li>• Comparing Groups</li> <li>• Answering Questions</li> </ul>
<p><b>Art</b></p>	<p><b><u>Print Making</u></b></p> <p>In this unit, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Prints can be made from ordinary objects.</li> <li>• How to make and use a stencil and relief block.</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Apply paint using controlled brushstrokes and stippling.</li> <li>• Combine printing techniques such as stencilling and relief printing.</li> </ul>	
<p><b>Design and Technology</b></p>	<p><b><u>Mechanisms</u></b></p> <p>In this unit, pupils will be able to identify a range of construction materials. They will investigate how materials can be changed by adding heat or water. They will use a combination of materials to create a small model house.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Building materials have different properties which enable them to be used for different purposes.</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, sort and select materials that can be used in construction.</li> <li>• Combine materials.</li> </ul>	 <p>Frank Lloyd Wright (1867 – 1959)</p> <p>Fallingwater (1935) Frank Lloyd Wright</p>
<p><b>PSHE</b></p>	<p><b><u>SP1: Dream and Goals</u></b></p> <ul style="list-style-type: none"> <li>• To set simple goals</li> <li>• To understand how to work well with a partner</li> <li>• To tackle a new challenge and understand this might stretch my learning</li> <li>• To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</li> <li>• To tell how I felt when I succeeded in a new challenge and how I celebrated it</li> </ul> 	<p><b><u>SP2: Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</li> <li>• To know how to make healthy lifestyle choices</li> <li>• To know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>• To know that all household products including medicines can be harmful if not used properly</li> <li>• To understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>• To know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>• To tell why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ul> 

<p><b>PE</b></p> <p><b>(Physical Education)</b></p>	<p><b>Spring 1: Body Parts</b></p> <ul style="list-style-type: none"> <li>• Introduction to 'big body' parts</li> <li>• Introduction to 'small body' parts</li> <li>• Combining big and small with wide, narrow and curled</li> <li>• Transition between wide, narrow and curled using big and small body parts.</li> <li>• Adding and linking moves together</li> <li>• Creating ways of adding and linking moves together</li> </ul>	<p><b>Spring 2: Running</b></p> <ul style="list-style-type: none"> <li>• Explore Running</li> <li>• Applying running into a game</li> <li>• Explore running at different speeds.</li> <li>• Running for Speed: acceleration</li> <li>• Exploring running in a team</li> <li>• Applying running into a competitive game</li> </ul>	
<p><b>Sanskrit</b></p>	<ul style="list-style-type: none"> <li>• <b>Prayers-</b> To begin the lesson- Shri Krishna Arpanam astu</li> <li>• <b>PRE/Yoga links:</b> Verse 2- Sikshastakam BG 9.29 (Friendship) - Samo ham sarva bhuteshu</li> <li>• <b>Reading and writing-</b> vowels a till ah with vowel song, Writing numbers 0 to 5</li> <li>• <b>Conversation</b> - Asking questions – How? Using Infinitive – Can I? General Vocabulary through flash cards.</li> <li>• <b>Story-</b> "The Sky is falling " &amp; "Again Become Mouse".</li> <li>• <b>Songs-</b> Krishna Krishna aam Amba, Number and Vowel songs.</li> </ul>		
<p><b>Yoga</b></p>	<p><b>Spring 1: Manipura, Solar</b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to improve digestion and balance the solar chakra.</li> <li>• Practise 1 cycle of Surya Namaskar flow (L1) daily linking with the qualities of Maharaj Yudhisthira- respect &amp; courage.</li> <li>• How to build core strength, improve balance and increase blood flow to the lower limbs.</li> <li>• Improves concentration in chanting Gayatri mantra.</li> <li>• Practise variations of Virabhadrasana flow boosts one's ability to have better regulation over the mind and emotions.</li> <li>• Assist in focus and remove unfavourable emotions by practising Jnana and Shuni mudras with belly breathing.</li> </ul> 	<p><b>Spring 2: Anahata, Heart</b></p> <ul style="list-style-type: none"> <li>• Practise various standing, sitting, prone and supine asanas to balance the heart chakra.</li> <li>• Practise 2 cycles of Surya Namaskar daily with 2 mantra chanting.</li> <li>• Focus on Bhujangasana to cultivate self-confidence and improve flexibility in the lower back.</li> <li>• Practise Nadi Shodhana pranayama (L1) to assist to clear passages and allow easy flow of vital energies through the entire body and mind.</li> <li>• Meditate on the personality, Mother Sita to cultivate patience and devotion with hand mudras.</li> <li>• How to build team spirit and breathing awareness by doing partner Vrksasana (tree).</li> </ul> 	
<p><b>French</b></p>		<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Count from 1-10 in French.</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 shapes in French.</li> <li>• Attempt to spell some of these nouns.</li> <li>• Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'.</li> </ul>	

<p><b>Music</b></p>		<p><b>Musicianship</b></p> <ul style="list-style-type: none"> <li>• Coordination – dancing and singing games with movement</li> <li>• Rhythm skills development</li> <li>• Rhythm patterns and word rhythms</li> <li>• Rhythm patterns – ta, titi, shh</li> <li>• Solfa – SML</li> <li>• Handling percussion instruments</li> </ul>
<p><b>Enrichment Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Visit to the National History Museum</li> <li>• Gaura Purnima</li> <li>• National Story Telling Week</li> <li>• World Book Day</li> <li>• Science Week</li> </ul>	