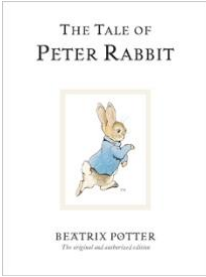
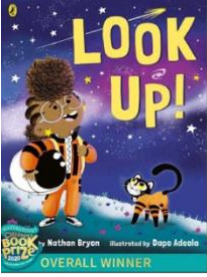
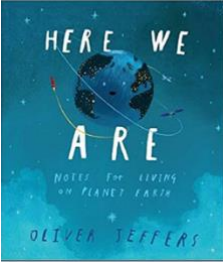

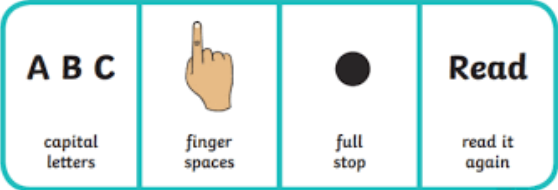


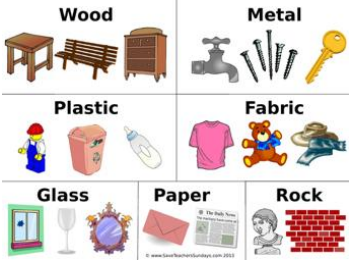
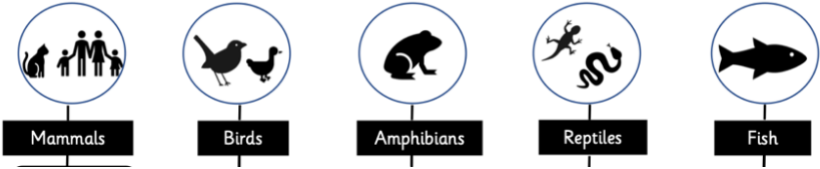












**Year 1: Spring Term Curriculum Information for Parents 2024-25**

Subject Area	Curriculum Information	
English	<p><b><u>Reading</u></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 personal response</li> </ul> <p><b><u>Look Up!</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for retrieval</li> <li>• Focus on the core text and information text for understanding themes</li> <li>• Focus on the pamphlet for inference and the core text for 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> <li>• Focus on the discussion text for summarising</li> <li>• Focus on the poem for inference and core text for personal response</li> </ul>	  
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Shape Poems and Calligrams (cont.)</li> <li>• Recount from Personal Experience</li> <li>• Informal Letters</li> <li>• Poetry on a Theme</li> </ul>	 
Maths	<p><b><u>Place Value (within 20)</u></b></p> <ul style="list-style-type: none"> <li>• Count within 20</li> <li>• Understand 10 - 20</li> <li>• 1 more 1 less</li> <li>• How to read a number line to 20</li> <li>• How to use a number line to 20</li> <li>• How to estimate using a number line to 20</li> <li>• Compare numbers to 20</li> <li>• Order numbers to 20</li> </ul>	<p><b><u>Place Value (within 50)</u></b></p> <ul style="list-style-type: none"> <li>• Count from 20-50</li> <li>• Count by making groups of tens</li> <li>• Groups of tens and ones</li> <li>• Partition into tens and ones</li> <li>• The number line to 50</li> <li>• Estimate on a number line to 50</li> <li>• 1 more 1 less</li> </ul>

	<p><b><u>Addition and Subtraction (within 20)</u></b></p> <ul style="list-style-type: none"> <li>• Add by counting on within 20</li> <li>• Add ones using number bonds</li> <li>• Find and make number bonds to 20</li> <li>• Doubles</li> <li>• Near doubles</li> <li>• Subtract ones using number bonds</li> <li>• Subtraction – counting back</li> <li>• Subtraction – finding the difference</li> <li>• Related facts</li> <li>• Missing number problems</li> </ul> 	<p><b><u>Length and Height</u></b></p> <ul style="list-style-type: none"> <li>• Compare lengths and heights</li> <li>• Measure length using objects</li> <li>• Measure length in centimetres</li> </ul> <p><b><u>Mass and Volume</u></b></p> <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul> 
<p><b>Science</b></p>	<p><b><u>Introduce Materials</u></b></p> <ul style="list-style-type: none"> <li>• What are materials?</li> <li>• What are things made of in school?</li> <li>• How can I describe materials?</li> <li>• Which materials are waterproof, and which are not?</li> <li>• Which materials are transparent, and which are opaque?</li> <li>• What's the best material for the job? Why?</li> </ul> 	<p><b><u>Revisit Animals including Humans:</u></b></p> <ul style="list-style-type: none"> <li>• How can we name it?</li> <li>• How can we describe it?</li> <li>• How can we sort it?</li> </ul> 
<p><b>PRE (Philosophy, Religion and Ethics)</b></p>	<p><b><u>Spring 1: Respect – What would Lord Rama do?</u></b></p> <p>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.</p>	<p><b><u>Spring 2: Integrity – Who is my hero?</u></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, they learn to say 'sorry'.</p>

<p><b>History</b></p>	<p><b><u>Changes within Living Memory (cont.)</u></b></p> <ul style="list-style-type: none"> <li>• How are shops different today than a long time ago?</li> </ul> <p><b><u>Study the lives of significant individuals in the part Mary Anning and David Attenborough</u></b></p> <ul style="list-style-type: none"> <li>• What are the Who is Mary Anning? What did she do?</li> <li>• What did Mary Anning discover?</li> <li>• Who is David Attenborough? What does he do?</li> </ul>	
<p><b>Geography</b></p>	<p><b><u>Hot and Cold Locations</u></b></p> <ul style="list-style-type: none"> <li>• Where is the equator?</li> <li>• Where is hot and where is cold on the Earth?</li> <li>• Where are the North and South Poles? What are they like?</li> <li>• Where can I find hot countries? What are they like?</li> </ul> <p><b><u>Mapping and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• What is a map?</li> <li>• How do I make an imaginary map? We're going on a bear hunt!</li> <li>• How do you show what a place is like? The Storm Whale!</li> </ul> 	
<p><b>Computing</b></p>	<p><b><u>Programing A: Moving a Robot (cont.)</u></b></p> <ul style="list-style-type: none"> <li>• To combine four direction commands to make sequences</li> <li>• To plan a simple program</li> <li>• To find more than one solution to a problem</li> </ul>  <p><b><u>Data and Information: Grouping Data</u></b></p> <ul style="list-style-type: none"> <li>• To label objects</li> <li>• To identify that objects can be counted</li> <li>• To describe objects in different ways</li> <li>• To count objects with the same properties</li> <li>• To compare groups of objects</li> <li>• To answer questions about groups of objects</li> </ul>	<p><b><u>Programing B: Programming Animations</u></b></p> <ul style="list-style-type: none"> <li>• To choose a command for a given purpose</li> <li>• To show that a series of commands can be joined together</li> </ul>
<p><b>Art</b></p>	<p><b><u>Sculpture and 3D: Paper Play</u></b></p> <ul style="list-style-type: none"> <li>• To roll paper to make 3D structures.</li> <li>• To shape paper to make a 3D drawing.</li> <li>• To apply paper-shaping skills to make an imaginative sculpture.</li> <li>• To work collaboratively to plan and create a sculpture.</li> <li>• To apply painting skills when working in 3D.</li> </ul> 	

<p><b>Design and Technology</b></p>	 <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• To join fabrics together using different methods.</li> <li>• To use a template to create my design.</li> <li>• To join two fabrics together accurately.</li> <li>• To embellish my design using joining methods.</li> </ul>	
<p><b>PSHE</b></p>	<p><b>Spring 1: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Steps to goals</li> <li>• Stretchy learning</li> <li>• Overcoming obstacles</li> <li>• Celebrating my success</li> <li>• Sanga session</li> </ul> 	<p><b>Spring 2: Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Healthy choices</li> <li>• Clean and healthy</li> <li>• Medicine safety</li> <li>• Road safety</li> <li>• Sanga session</li> </ul> 
<p><b>PE (Physical Education)</b></p>	<p><b>Spring 1: Wide Narrow Curled</b></p> <ul style="list-style-type: none"> <li>• Introduce to wide</li> <li>• Introduce to narrow</li> <li>• Introduction to curled</li> <li>• Exploring the difference between wide, narrow and curled</li> <li>• Transitioning between wide, narrow and curled movements</li> <li>• Linking two movements 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</li> <li>• Explore running in a team</li> <li>• Applying running into a competition</li> </ul> 
<p><b>Sanskrit</b></p>	<ul style="list-style-type: none"> <li>• <b>Spring 1: Devanagari Vowels/Topic – Animals/PRE-Link – Prasadam paryers</b></li> <li>• Introduction to उ/ऊ letters. Prasadam prayer.</li> <li>• Topic – Can recognise some animal nouns in Sanskrit and apply in English. Prasadam Prayer.</li> <li>• To write अ/आ/इ/ई/उ/ऊ Vowels in Devanagari. Prasadam Prayers.</li> <li>• Topic – To recall Sanskrit names of animals. Prasadam Prayers</li> <li>• To read and write the vowels in Devanagari.</li> <li>• Assessment of 6 Vowels and Topic vocabulary.</li> </ul> <p><b>Spring 2: Devanagari Vowels/Topic – Animals/PRE-Link –Sikshastakam Verse 3- Eka Shloki Ramayanam</b></p> <ul style="list-style-type: none"> <li>• Introduction to ऋ/ॠ letters. Sikshastakam Verse3 Line 1</li> <li>• To read and write the last 4 vowels learnt (उ/ऊ ऋ/ॠ). Sikshastakam Verse3 Line 2</li> <li>• To apply the vowels learnt in animal nouns. Learn Sikshastakam verse 3</li> <li>• To read and write all 8 vowels learnt so far. Sikshastakam</li> <li>• To recall Sanskrit nouns of animals. Eka Shloki Ramayanam</li> <li>• Assessment of 8 Vowels and Topic vocabulary. Eka Shloki Ramayanam</li> </ul>	

<p><b>Yoga</b></p>	<p><b><u>Spring 1: Manipura, Solar Energy</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to improve digestion during cold</li> <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><u>Spring 2: Anahata, Heart</u></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 left &amp; right nostril 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><u>Spring 1: Animals</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/determiners have more options in French than they do in English.</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>	<p><b><u>Spring 2: J'apprends le français</u></b></p> <p>Find France on a map and be able to recall at least 1 Francophone country.</p> <ul style="list-style-type: none"> <li>• Use key greetings.</li> <li>• Ask and answer the question 'How are you?' in French.</li> <li>• Ask and answer the question 'What is your name?' in French</li> </ul>
<p><b>Music</b></p>	<p><b><u>Music lessons are delivered by specialist teachers from Harrow Music Services</u></b></p> <p><b><u>Musicianship 2</u></b></p> <ul style="list-style-type: none"> <li>• Coordination – dancing and singing games with movement</li> <li>• Rhythm skills development – 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>• Science Museum</li> <li>• Road Safety Workshop</li> <li>• Puppets Workshop</li> </ul>	

