



YEAR 1 CURRICULUM PLAN SPRING 2020

Term Spring

Weeks 12

Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities Home Learning	Supporting Texts
Dinosaur news report	Find dinosaur bones and teeth on school field	<ul style="list-style-type: none"> Attempt to gain the interest of the listener(s) and begin to think about the opinions and views of others; to be aware of formal & informal manners of speaking to an age appropriate level (registers of communication) Speak audibly, with developing fluency and an increasing command of Standard English; participate in class discussions, role play, improvisations, presentations such as student voice, performances in the studio and to a live audience Significant historical events, people and places in their own locality. 	Literacy	1-2	<ul style="list-style-type: none"> Find dinosaur bones on school field Watch news reports Write script for news report in teams Record news report using surface and review Record in TV studio 	<i>Harry and the bucketful of dinosaurs</i> By Ian Whybrow
			History	3- 4	<ul style="list-style-type: none"> Imagine what it would be like having dinosaurs living with us 	

		<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	Geography		<ul style="list-style-type: none"> • What was the world like before humans? • Who do we know dinosaurs exist? • Examine fossils • Where were they found on the school • Study Map of school and how they could have got here 	
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500 word story competition	Enter national 500 word competition Enter Cornerstone 200 word competition	<ul style="list-style-type: none"> • Is able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently and will link what they read or hear read to their own experiences • Sequencing sentences to form short narratives • Demarcating sentences with capital letters and full stops 	English	7	<ul style="list-style-type: none"> • Use Harry and the Bucketful of dinosaurs as a stimulus • Change aspects of the story • Create story map • Write own story • Create front cover for story 	<i>Harry and the bucketful of dinosaurs</i> By Ian Whybrow

HALF TERM

Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Travel through time pop-out book	History of transport	<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Learn about significant historical events, people and places in their own locality. 	History	6-10	<ul style="list-style-type: none"> Learn about the invention of the wheel Think about how people got around Broadclyst village Compare our lives to that of cave men Learn about the Wright brothers Learn about Neil Armstrong 	<i>Cave Baby</i> By Julia Donaldson
		<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explore and evaluate a range of existing products 	D.T	6-10	<ul style="list-style-type: none"> Design pop up book with stands, sliders and wheel. Explore example pop out makes and think about what makes them effective. Make practice book out of paper before final book made of card. Review practice book 	

		<ul style="list-style-type: none"> • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Ask simple questions and recognise that they can be answered in different ways • Perform simple tests • Gather and record data to help in answering questions • Use their observations and ideas to suggest answers to questions 	Science	7	<ul style="list-style-type: none"> • Create pop up using folding, cutting and split pins • Plan and perform science experiment to test effectiveness of different wheels • Rocket experiment, Coke and Mentos 	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
<p>GCP - Growing project.</p> <p>Stage 1 - growing</p>	Skype call with partner school. The children will give a general introduction to their school, country and climate.	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Geography	11	<ul style="list-style-type: none"> • Skype call and introduction to partner school • Find school on map • Learn about the differences between where we 	<i>The Tiny seed by Eric Carle</i>

		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>D.T</p> <p>Music</p>	11	<p>live and other school location</p> <ul style="list-style-type: none"> Find out how to get there Plant seeds in allotment Make plan of how to cook vegetable Think about where other foods come from Listen and appraise range of music Write song to learn and perform for partner school Practise keeping a steady beat 	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Taj Mahal advert	R.E sessions Worders of the world	<ul style="list-style-type: none"> Recall the outline of religious stories including some aspects of the life of a key religious figure Use spoken language to develop understanding 	R.E	1-10	<ul style="list-style-type: none"> Virtual trip to the Taj Mahal Key features of Islam religion Learn about Qu'ran 	



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		<p>through speculating, predicting, imagining and exploring ideas (to a level appropriate to age)</p> <ul style="list-style-type: none"> Recognise features of religious life and practice Recognise different forms of religious expression 	Speaking and listening		<ul style="list-style-type: none"> Create poster for Taj Mahal Learn where is it Record short TV advert Learn about Christianity and compare features 	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Record self-counting to 10 in Spanish	Use FlipGrid	<ul style="list-style-type: none"> Speak audibly, with developing fluency and an increasing command of Standard English; participate in class discussions, role play, improvisations, presentations such as student voice, performances in the studio and to a live audience 	<p>Speaking and listening</p> <p>MFL</p>	2-12	<ul style="list-style-type: none"> Learn Spanish numbers Listen and sing number song Recap Hello and introducing themselves Lotto - Numbers in Spanish Flipgrid videos 	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Create Algorithm for making a sandwich	Computing	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	Computing	1-13	<ul style="list-style-type: none"> Learn term algorithm Look at bad algorithms and try to fix them Think about importance of order 	

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		<ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs 			and clarity of intrusion <ul style="list-style-type: none"> Use Code.org to create simple algorithms 	
Core Mathematics skills	Maths lessons Investigations Fast maths	<ul style="list-style-type: none"> Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Make connections between arrays, number patterns, and counting in twos, fives and tens. Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record capacity 	Maths	1-3 and 7 4 5-6	<ul style="list-style-type: none"> Investigate arrays Counting in 2's, 5's and 10's. Sharing sweets Mathletics Comparing containers Using miller meters to measure volume Exploring different containers. Looking at different types of measurements Drawing clocks 	

		<ul style="list-style-type: none"> Recognise language relating to dates, including days of the week, weeks, months, years Tell the time to the nearest hour and half past the hour Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = -9$. Identify one more and one less Add one-digit and two-digit numbers to 20, including zero identify and represent numbers using objects and pictorial representations including a number line, and use the language of: equal to, more than, less than (fewer than), most, least lengths and heights [for example, long/short, 		<p>8-9</p> <ul style="list-style-type: none"> Sequencing a school day Time bingo Sequencing a school day Order days of the week and months of the year Solving missing number problems Investigating the inverse 	
				<p>10 - 11</p> <ul style="list-style-type: none"> One more and one less games Number name games/ matching Tens and units Solving more than/ less than problems Comparing numbers 	
				<p>11 - 13</p> <ul style="list-style-type: none"> Comparing weight and height of dinosaurs 	

		<p>longer/shorter, tall/short, double/half]</p> <ul style="list-style-type: none"> • Mass/weight [for example, heavy/light, heavier than, lighter than] • Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure a length, mass or capacity • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 		14- 15	<ul style="list-style-type: none"> • Ordering them in height order • Ordering them in weight order • Measure and compare footprints • North south east and west • Create map of school and write directions • Writing directions • Creating and solving treasure maps 	
Outcome	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Handwriting and grammar	Handwriting sessions, applying phonics knowledge.	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	Handwriting	1-15	Nelson handwriting scheme	-



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