St Luke’s Park Primary School

**Curriculum**

Year 1

Spring Term

Spring Term Curriculum Map Year 1

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|  | Spring 1 Castles | Spring 2 Knights & Dragons |
| English | * Narratives, descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports * Fact Files, posters, letters, factual descriptions, logbooks, scripts | * Narratives, retellings, descriptions * Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters |
| Maths  WRM | * Place value, addition and subtraction within 20 * Place value within 50 including multiples of 2, 5 and 10 * Measure length and height * Measure volume and mass   *Ongoing fluency, reasoning and problem solving* | |
| Science | **Work Scientifically**   * Asking simple questions and recognising that they can be answered in different ways * Observe closely using simple equipment * Performing simple tasks * Identifying and classifying | |
| **Everyday materials (classifying and grouping)**   * Distinguish between an object and the materials from which it is made; * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock; * Describe the simple physical properties of a variety of everyday materials;   Compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Seasonal Changes**   * observe and describe how day length varies * observe changes across the four seasons * name the four seasons in order * observe and describe weather associated with the seasons |
| History | **Castles, Knights & Dragons**  **Historical enquiry**   * Identify objects from the past linked to homes/castles eg cooking pot, shoes, coins, writing equipment – medieval-castle-life * Put at least three objects in chronological order on a timeline using the words Past \_\_\_\_\_\_\_\_ Present, old new, then and now * use words and phrases like: old, new and a long time ago, then and now * understand that we have a queen who rules us and that Britain has had a king or queen for many years. Place some important British monarch in the correct order on a timeline using the words Past and Present Past King Henry V111 Queen Elizabeth 1, Queen Victoria, Present Queen Elizabeth 11 <https://www.twinkl.co.uk/resource/tp-h-027-planit-history-ks1-kings-and-queens-lesson-2-significant-british-monarchs-lesson-pack> * identify parts of a castle and their uses eg Arrow Slits helped to protect a **castle** archer from enemy fire, whilst allowing him the ability to fire his arrows accurately * identify jobs from the past linked to castles: knights, servants that looked after armour, horses, * Identify how and why castles have changed from the past – use vocabulary such as ruins, invasion, weather conditions (erosion) etc…. | |
| Geography | **Location Knowledge**   * name, locate and identify characteristics of the four countries of the UK * understand that a capital city can be a town or city that functions as the centre of a country or region * Name and locate capital cities of UK.- England London, Wales Cardiff, Scotland Edinburgh, Nr Ireland Belfast * identify the characteristics of the four countries eg flags, surrounding seas and flowers of UK eg Rose England, Thistle Scotland, Daffodil Wales, Shamrock Nr Ireland * display on map of UK where castles are located: Windsor Castle (England), Donluce Castle (Northern Ireland), Edinburgh Castle (scotland), Cardiff Castle (wales). * Identify the physical and human features of a place (Wales and Nr Ireland) eg rivers, hills, beach, seasons, weather, cliff, mountain town, village, shop | |
| ICT | **Online safety**   * Learn that online is not the same as real life. * Know not to go on the internet unless their teacher or a trusted adult helps them * Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe * Know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult | |
| Design & Technology | Junk modelling castle  **Construction**   * talk with others about how they want to construct their product * select appropriate resources and tools for their building projects   make simple plans before making objects, e.g. drawings, arranging pieces of construction before building | **Design and make dragon puppet**   * make a product which moves * cut materials using scissors * use pictures and words to plan |
| Art | **Castle collage**  **Sketchbooks**  Use a sketchbook to gather and collect artwork  **Drawing**   * Begin to explore the use of line, shape and colour   **Collage**   * cut and tear paper and card for their collages * gather and sort the materials they will need * Make rubbings. * Recognise patterns in the environment |  |
| Music | **Charanga Scheme** In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)  **Listening & Appraising**   * To enjoy moving to music and say how the music makes them feel or describe the mood of the music * To recognise that parts of the song may keep being repeated   **Dimensions of music**   * To know that music has a steady pulse, like a heartbeat and practise finding it in different ways * To recognise when the music is fast or slow, loud or quiet   **Singing**   * Learn about singing notes of different pitches (high and low) * Learn that they can make different types of sounds with their voices   **Playing**   * Learn the names of the notes in their instrumental part from memory or when written down * Learn the names of the instruments they are playing   **Improvising**   * Using voices and instruments, listen and copy back, then improvise own answers   **Composing**   * Help to create a simple melody using one, two or three notes   **Performance**   * Perform as part of a group | **Charanga Scheme** Round and Round (Bossa Nova)  **Listening & Appraising**   * To enjoy moving to music and say how the music makes them feel or describe the mood of the music * To recognise that parts of the song may keep being repeated   **Dimensions of music**   * To know that music has a steady pulse, like a heartbeat and practise finding it in different ways * To recognise when the music is fast or slow, loud or quiet   **Singing**   * To sing or rap songs in unison and from memory * Learn about singing notes of different pitches (high and low)   **Playing**   * Play accurately and in time as part of a performance   **Improvising**   * Take it in turns to improvise using one or two notes   **Composing**   * Create a simple melody using one, two or three notes   **Performance**   * Perform a song they have learnt trying hard to look at their audience while they are performing |
| PE | **Dodge ball skills**   * move and stop safely * throw in different ways * Be confident and safe in the spaces used to play games. * Explore and use skills, actions and ideas individually and in combination to suit the game they are playing * Choose and use skills effectively for particular games   **Gymnastic skills**   * make their body tense, relaxed, curled and stretched * control their body when travelling, balancing * copy sequences and repeat them * roll, travel, balance in different ways * climb safely * stretch and curl in different ways | **Basketball skills**   * catch with both hands * move and stop safely * Be confident and safe in the spaces used to play games. * Explore and use skills, actions and ideas individually and in combination to suit the game they are playing * Choose and use skills effectively for particular games   **Football skills**   * Kick in different ways * move and stop safely * Be confident and safe in the spaces used to play games. * Explore and use skills, actions and ideas individually and in combination to suit the game they are playing * Choose and use skills effectively for particular games |
| R.E | **What do Jewish people remember on Shabbat?**   * Retell the Jewish story of creation * Examine the artefacts used to celebrate Shabbat * Explain the traditions and rules of Shabbat * Connect ideas of rest and Shabbat to the creation story * Discuss the significance of Shabbat to Jewish people | **What does the cross mean to Christians?**   * Recall the events of Easter story * Compare different Christians crosses and examine their meaning * Investigate the importance of the Easter Festival to Christians * Create a cross which symbolises Christian belief in Jesus * Compose a message of hope to reflect that Easter means to Christians |
| P.H.S.E | **Dreams and Goals**   |  | | --- | | * explain how I feel when I am successful and how this can be celebrated positively] * say why my internal treasure chest is an important place to store positive feelings | | **Healthy me**   * explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy * give examples where being healthy can help me feel happy |