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
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| MathsWRM | * 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
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| **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
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| 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….
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| P.H.S.E | **Dreams and Goals**

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| * 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
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 | **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
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