



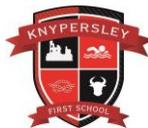
Knypersley First School Year 1 Spring Term Curriculum Plan

Term	Spring 1	Spring 2
Topic	Jurassic Park	Castle Life
Core Text	Harry and the Bucketful of Dinosaurs	Sir Charlie Stinky Socks and the Big Adventure
Debate	Can we do more to protect animals from extinction?	Should only royalty live in castles?
English	<p>Narrative Well Loved Stories Outcome: Create and write a short story with a beginning, middle and end including one of their favourite characters. Or change the setting etc.</p> <p>Non-Fiction Glossaries Outcome: Children can confidently use and discuss the purpose of a glossary. Children can write a glossary page based on a class topic.</p> <p>Poetry Senses Outcome: Children can Write suitable words and phrases to describe particular experiences using their senses and create poems</p>	<p>Narrative Traditional Tales Outcome: Children can write their own version of a traditional story with events organised into beginning, middle and end, using complete sentences.</p> <p>Non-Fiction Instructions Outcome: Children can write a set of instructions in a well-rehearsed sequence independently using “bossy” words.</p> <p>Poetry Humorous Poems Outcome: Children hear, read and respond to rhymes and simple patterned stories. They join in with 'performances' of them. Children can write humorous poems</p>
English <u>Skills</u>	<p>Reading: Reading: decode words using phonics, match graphemes for all phonemes; blend sounds in unfamiliar words containing taught GPC’s, read common ‘exception’ words, read words with common suffixes; read words of more than one syllable containing taught GPC’s read contractions; read aloud phonics –based books developing fluency and confidence; share and discuss poems, stories and non-fiction beyond own reading level; check for sense and correct reading errors; discuss word meanings, discuss the significance of title and events; make inferences and predictions; explain their understanding of what is read to them .</p> <p>Writing: spell words containing each of the 40+ phonemes; spell common ‘exception’ words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and clauses using ‘and’; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.</p> <p>Spoken Language: listen and respond appropriately, ask relevant questions; build vocabulary; articulate and justify own ideas; describe and narrate for different purposes, express feelings; participate actively in conversations; speculate and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints, communicate effectively using appropriate register.</p>	
Maths	<p>Place value:</p> <ul style="list-style-type: none"> • identify and locate numbers on a number line, • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numbers. • count in multiples of twos, fives and tens. • given a number, identify one more and one less • read and write numbers from 1 to at least 20 in numbers and words. <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • read, write and explain sums involving addition (+), subtraction (-) and equals (=) signs. 	



Knypersley First School Year 1 Spring Term Curriculum Plan

	<ul style="list-style-type: none"> • Know and use number bonds to 20 • solve simple problems that involve addition and subtraction <i>e.g. The chickens laid 3 eggs yesterday and 4 today. How many were laid altogether?</i> <p>Measure:</p> <ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Problem solving:</p> <ul style="list-style-type: none"> • Recognise and explain patterns. • Describe and extend number sequences. • Complete missing number sequences counting forwards and backwards. <p>Multiplication and division:</p> <ul style="list-style-type: none"> • solve simple word problems for \times and \div using arrays to show. <p>Fractions:</p> <ul style="list-style-type: none"> • know what half means, one of two equal parts of an object, shape or quantity. • Know or find a quarter as one of four equal parts of an object, shape or quantity. <p>Geometry: (Shape)</p> <ul style="list-style-type: none"> • Describe position, directions and movements, including whole, half, quarter and three-quarter turns. <p>Measures:</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for: - <p>- Lengths and heights – long/short, longer/shorter, tall/short, double/half.</p> <p>- Mass or weight – heavy/light, heavier than, lighter than.</p> <p>- Capacity/volume – full/empty, more than, less than, half, half full, quarter.</p> <p>- Time – quicker, slower, earlier, later</p>
Mental Calculation	<ul style="list-style-type: none"> • Know by heart + and - facts for all numbers up to and including 5 • Know by heart all pairs of numbers that total 10 • Use known number facts and place value <i>e.g. I know that 12 is 2 more than 10.</i> • to + and - a pair of numbers mentally by counting on or back.
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> • I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Everyday materials.</p> <p>Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety materials on the basis of their properties.</p> <p>Explore, name, discuss and raise and answer questions about everyday materials so</p>



Knypersley First School Year 1 Spring Term Curriculum Plan

	<ul style="list-style-type: none"> I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>that they become familiar with the names of materials and properties. Pupils should explore and experiment with a wide variety of materials.</p>
Science Investigation	<u>Investigation</u> - Dinosaur dinners	<u>Investigation</u> - Puddle trouble
Computing	<p>Learning to be creators: LO-to use ICT to represent information graphically (<i>to develop digital art work</i>)</p> <p>Activities: Colour Magic to create a 'Dinosaur' picture learning how to use different tools.</p> <p>Use images they have taken in other software packages</p> <p>Activities: Use Photostory 3 to upload image of dinosaurs.</p> <p>Learning to be scientist: Understand the need for accuracy when giving instructions. Activities: Direct beebots accurately a Jurassic Park landscape.</p> <p>Share and discuss their knowledge of directional instructions with their peers</p> <p>Activities: Children check each other algorithms in groups.</p> <p>Learning to be e-safe: LO-to learn ways for staying safe when using the internet</p> <p>Activities: <i>use websites to talk about how to stay safe online.</i></p>	<p>Learning to be creators: L.O - to use a digital video camera to record a class activity.</p> <p>Activities: videoing each other acting as kings and queens.</p> <p>Learning to be scientist: LO-to know what algorithm means.</p> <p>Activities: create a range of algorithms for the beebots. Children test each other's instructions.</p> <p>Learning to be e-safe: LO-to learn ways for staying safe when using the internet</p> <p>Identify that we can use the computers to discover new ideas and visit new places</p> <p>Activities: use the internet to find new information (ES)</p>



Knypersley First School Year 1 Spring Term Curriculum Plan

<p style="text-align: center;">History</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><i>Children to examine models of dinosaurs. Children to discuss their features and similarities and differences. Children to describe the dinosaurs and discuss where they lived, what they ate etc.</i></p> <p>Place events and artefacts in order on a time line.</p> <p>Children to understand when dinosaurs lived, on a simple time line- in relation to modern day.</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><i>Children to look at models, pictures of castles. Discuss what life was like in a castle for the different people who lived there. Discuss the purpose of a castle. Learn about the different features of a castle and their purpose. Learn about the roles of the people who lived in the castle. Imagine that they lived in a castle. What would life have been like? Discuss everyday life e.g. cooking, sleeping, washing etc. in a castle.</i></p> <p>Use dates where appropriate. Compare on a simple timeline when castles were built, in relation to when dinosaurs lived and modern times.</p>
<p style="text-align: center;">Geography</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Looking at where dinosaurs have come from</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. Children to look at aerial views of where dinosaurs could live now, not built up areas • Identify land use around the school. Children to look at where the best part of the land could be for children in school 	<p>Identify the features of a location in order to say whether it is in a city, town, village, coastal or rural area. Children will look at where different castles are and will think about where castles are. Why can't they be in a coastal area? Etc</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Children to label a map and then look at which countries they can see different castles.</p> <p>Children to locate the four countries and capital cities of the united kingdom and the surrounding seas- children will locate on the map as well with a cross where they have found different castles.</p> <p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a non- European country- Children to compare castles in different countries, what is the same/ different?</p>
<p style="text-align: center;">Art and Design</p>	<ul style="list-style-type: none"> • Collage a prehistoric scene using a range of materials. • Use a combination of materials that are cut, torn and glued. Mix materials to create texture. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Design a coat of arms. • Explore ideas and collect visual information. • Draw lines of different sizes and thickness. • Colour (own work) neatly, following the lines. • Using cutting and sticking skills to make a sword. • Making a sandwich for Sir Charlie. <ul style="list-style-type: none"> • Use weaving to create a castle wall hanging pattern.
<p style="text-align: center;">Design and Technology</p>	<ul style="list-style-type: none"> • Design and make a dinosaur model. To design and make a product, refining the design whilst making the product. 	<ul style="list-style-type: none"> • Design and make a castle, refining the design whilst making the product. To cut materials safely using tools provided. To measure and mark out to the nearest centimetre. To demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).



Knypersley First School Year 1 Spring Term Curriculum Plan

PE	<p>DANCE: Begin to copy and remember moves and positions. Begin to move with some control and coordination.</p> <p>Begin to link two or more actions to perform a sequence <i>Make links to current topic. Looking at how dinosaurs move around by looking at images and video clips to support them, how they might travel around the environment showing how they might be feeling e.g. hungry, angry, sleepy etc</i></p>	
	Swimming termly: swim unaided up to 25 metres	
Music	<p>To perform Follow instructions of how and when to sing or play an instrument.</p> <p>To Compose Clap rhythms</p> <p>Use symbols to represent a composition and use them to help with performance.</p> <p>Chn will take part in a pre-historic march, they will accompany the song with chosen sounds and use symbols to help them perform the songs.</p>	<p>To perform Take part in singing accurately following the melody.</p> <p>To Compose Choose sounds to create an effect. Sequence sounds for overall effect.</p> <p>To describe music To recognise changes in pitch.</p> <p>To Transcribe Use symbols to represent a composition and use them to help with performance.</p> <p>Chn will learn the King is in his castle, they will create new verses, identify the beat and also discuss the difference in pitch. Chn will also learn songs for the daffodil service.</p>
RE	<p><u>Celebrations</u> Explore the preparations for and find out about the celebration of festivals.</p>	<p><u>Families</u> Listen to and ask questions about stories of individuals and their relationship with God.</p>
PHSRE	<ul style="list-style-type: none"> • Identifying people who look after us and who to go to if we are worried. • We will be identifying special people and what makes them special and how we should care for one another. • We will be talking about our families and friends and understanding that they belong to various groups and communities, including school and clubs. 	<ul style="list-style-type: none"> • We will be talking about the process of growing from young to old and how people's need change. • We will identify the different between secrets and surprises and the importance of not keeping adult secrets, only surprises.
Special Visit/Visitor	<ul style="list-style-type: none"> • Dinosaur Day • Northwich Buddhist Centre 	<ul style="list-style-type: none"> • Tutbury Castle