

# Year 1 - Spring Term Curriculum Plan

## The Big Bad Wolf (Traditional Tales)

## A Step Back in Time (The Victorians).

This plan is to give you an insight into the topics your child will be covering this term- it's not intended as extra homework, just a prompt for some discussions you might want to have at home.



### English



#### We will be reading and retelling the following stories:

- Little Red Riding Hood
- The Three Little Pigs
- The Ginger Bread Man

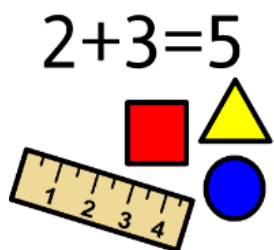
#### Within these texts, we will be focusing on the following areas:

- Giving an opinion about books.
- Responding to characters in role.
- Recalling and ordering the main events of a story.
- To record information learnt from non-fiction texts.
- To explain our understanding of what we read.

#### In our writing sessions we will be:

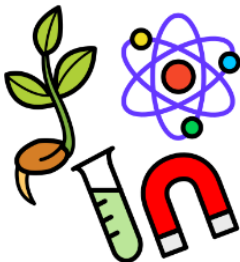
- Sitting at a table with correct posture, holding a pencil comfortably and correctly.
- Writing sentences with capital letters, finger spaces and full stops with a particular focus on capital letters for people, places, days of the week and 'I'.
- Joining sentences together to write a story.
- Joining sentences using conjunctions including; *and, because*.
- Identifying simple structures in a text e.g. Repeated phrases.
- Reading words that end in *-s, -es -ing, -ed, -er, -est*.
- Spelling common exception words.

### Maths







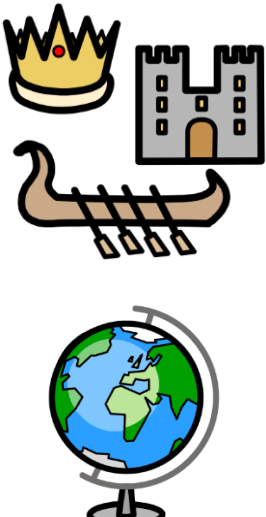
- To use number bonds and subtraction facts within 20.
- To count, read and write numbers to 100 in numerals and words.
- To count in multiples of twos, fives and tens.
- To explore place value in numbers to 50
- To measure and compare length, height, weight/mass, capacity and volume.
- To add and subtract using the correct signs (+, -, =)



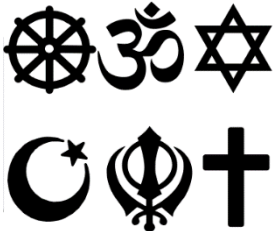

### Science



#### Materials

- To identify and group materials based on their properties.
- To discuss the suitability of different materials for different uses.

<b>Personal, Social, Health, Economic Education</b>  	<ul style="list-style-type: none"> <li>• To learn people have different roles in the community to help them and keep them safe.</li> <li>• To understand what jobs they do.</li> <li>• To learn how can they keep safe in familiar and unfamiliar situations (including how to cross the road safely).</li> <li>• To learn household products (including medicines) can be harmful.</li> </ul>
<b>Computing</b>  	<ul style="list-style-type: none"> <li>• Discuss how we can be safe when using the internet.</li> </ul> <p><a href="http://www.thinkuknow.co.uk/5_7/hectorsworld/">http://www.thinkuknow.co.uk/5_7/hectorsworld/</a></p> <ul style="list-style-type: none"> <li>• To explore simple coding using beebots.</li> <li>• To log on to school computers independently.</li> <li>• To use simple paint software.</li> </ul>
<b>Art</b>  	<ul style="list-style-type: none"> <li>• Try different materials to design and make products.</li> <li>• Make structures by joining simple objects together.</li> <li>• Sort, cut and shape fabrics and experimenting joining them together.</li> </ul>
<b>Design Technology</b>  	<b>Making Puppets</b> <ul style="list-style-type: none"> <li>• To evaluate the effectiveness of existing puppets.</li> <li>• To explore cutting, shaping, joining and finishing techniques.</li> <li>• To evaluate our product.</li> </ul>
<b>History/Geography</b>  	<b>History-The Victorians</b> <ul style="list-style-type: none"> <li>• To learn about the lives of a significant individual in the past.</li> <li>• Explore Victorian toys.</li> <li>• To find out about life and schools in the Victorian times.</li> </ul> <b>Geography</b> <b>Geography-Traditional Tales</b> <ul style="list-style-type: none"> <li>• Making maps of the characters' journeys.</li> </ul>

<p><b>Physical Education</b></p> 	<ul style="list-style-type: none"> <li>• To develop basic coordination skills.</li> <li>• To move in a range of different ways.</li> </ul>
<p><b>Music</b></p> 	<ul style="list-style-type: none"> <li>• Understand that dynamics describe how loud or quiet the music is.</li> <li>• Discuss feelings and emotions linked to different pieces of music.</li> <li>• Understand that tempo describes how fast or slow the music is.</li> </ul>
<p><b>Religious Education</b></p> 	<ul style="list-style-type: none"> <li>• To know about places of worship and talk about special places.</li> <li>• To know about the Easter story.</li> </ul>
<p><b>Modern Foreign Languages</b></p> 	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• To learn a simple French song.</li> </ul>