



The Learning Challenge

Curriculum

2023-2024

Year 1 Spring term



Class: Butterfly



Spring Term Curriculum Map Year 1

Spring Topic - Castles <i>School trip to Colchester Castle</i>	
English	<ul style="list-style-type: none"> Traditional and fairy tales Recounts <ul style="list-style-type: none"> Instructions Poetry - Pattern and rhyme
Maths WRM	<p>Place value within 20</p> <ol style="list-style-type: none"> 1. Count within 20 2. Understand 10 3. Understand 11, 12, and 13 4. Understand 14, 15, and 16 5. Understand 17, 18 and 19 6. Understand 20 7. One more and one less 8. The number line to 20 9. Estimate on a number line to 20 10. Compare numbers to 20 11. Order numbers to 20 <p>Addition and subtraction</p> <ol style="list-style-type: none"> 1. Add by counting on within 20 2. Add ones using number bonds 3. Find and make number bonds to 20 4. Doubles 5. Near doubles 6. Subtract ones using number bonds 7. Subtraction – finding the difference 8. Related facts 9. Missing number problems. <p>Place value</p> <ol style="list-style-type: none"> 1. Count from 20 to 50 2. 20, 30,40, and 50 3. Groups of tens and ones 4. Partition into tens and ones 5. The number line to 50 6. Estimate on a number line to 50 7. One more and one less

<p>Maths WRM</p>	<p>Length and height</p> <ol style="list-style-type: none"> 1. Compare length and height 2. Measure length using objects 3. Measure length in centimetres <p>Mass and volume</p> <ol style="list-style-type: none"> 1. Heavier and lighter 2. Measure and mass 3. Compare mass 4. Full and empty 5. Compare volume 6. Measure capacity 7. Compare capacity <p><i>Ongoing fluency, reasoning and problem solving</i></p>
<p>Science</p>	<p>Planting. Biology</p> <ol style="list-style-type: none"> 1. Planting in winter <p>Animals. Biology</p> <ol style="list-style-type: none"> 1. Mammals 2. Birds 3. Fish 4. Amphibians 5. Reptiles 6. Compare and group animals 7. Carnivores 8. Herbivores 9. omnivores <p>Caring for the planet. Sustainability</p> <ol style="list-style-type: none"> 1. The importance of caring for our planet 2. How can we care for our planet? <p>Seasonal changes. Biology</p> <ol style="list-style-type: none"> 1. Changes in Spring 2. Collect and record data <p>Planting. Biology</p> <ol style="list-style-type: none"> 1. Observe changes 2. Planting in spring

History	<p>Castles</p> <ol style="list-style-type: none"> Place objects onto a timeline. three objects in chronological order on a timeline using the words past, present, old, new, then, now. Understanding chronology Understand a significant person Knowing that we have a king who rules us and that Britain has had a king or queen for many years. Explaining historical significance Comparing past and present Identify objects from the past linked to homes/castles eg cooking pot, shoes, coins, writing equipment – medieval-castle-life. Identifying similarities and differences / describing change and continuity Identify parts of a castle To describe a part of a castle and its use eg Arrow Slits helped to protect a castle archer from enemy fire, whilst allowing him the ability to fire his arrows accurately. Interpreting sources and evidence Identifying how jobs have changed and why they were needed Identify jobs from the past linked to castles: knights, servants that looked after armour, horses and compare to jobs now. Identifying similarities and differences Looking at castles over time Identify how and why castles have changed from the past – use vocabulary such as ruins, invasion, weather conditions (erosion) etc.... Understanding cause and consequence
Geography	<p>Knowing where I am</p> <ol style="list-style-type: none"> Name and locate place in the UK Use an atlas and map to identify four countries and capital cities. Name and locate landmarks of the UK (linked to castles eg Windsor castle (keep and bailey) –, Edinburgh castle, Cardiff castle, Dunluce Castle Nr Ireland) Name and locate a specific place in their locality and its human landmark – Mountfitchet village and the landmark of Mountfitchet castle. Locational knowledge Use geographical language to describe features of a place Describe a locality using words and pictures – (linked to Mountfitchet village). Name key human features of a place eg village, shop, house. Name physical features eg hill, soil, forest. Human / physical geography Create a geographical survey Create a survey to find out about the environment we live in. Fieldwork Creating a map Know that symbols mean something on a map and use own symbols on an imaginary map. Map skills

Computing	<p>Coding – Purple Mash Units 1.4</p> <ol style="list-style-type: none"> 1. To follow instructions on a computer 2. To create simple instructions on the computer 3. To consider how the order of instruction effect the result <p>Coding – Purple Mash Units 1.5</p> <ol style="list-style-type: none"> 1. To understand the functionality of direction keys 2. To understand how to create and debug a set of instructions 3. To understand how to change and extend the algorithm list. 4. To complete challenges set by their peers <p>Coding – Purple Mash Unit 1.7</p> <ol style="list-style-type: none"> 1. To predict what will happen when instructions are followed 2. To understand what objects and actions are 3. To use an event to control an object 4. To understand how a code executes when a program is run 5. To understand how to use the scale attribute 6. To make a computer program
Design & Technology	<p>Construction - Create a castle</p> <ol style="list-style-type: none"> 1. To look at a castle and discuss what shapes can be seen 2. To experiment with different types of joins (cylinder, squares) 3. To create a sketch plan of our castle and list the shapes we see 4. To talk with others about how they want to construct their castle 5. To select appropriate resources and tools for their building projects 6. To arrange pieces of construction before building
Art	<p>Sketchbooks – Creating finished work</p> <ol style="list-style-type: none"> 1. Use a sketchbook to gather and collect artwork 2. Begin to explore the use of line, shape and colour (draw different types of castles) 3. Cut and tear paper and card for their collages (stick in sketch book, experiment different cutting/tearing ideas) 4. Gather and sort the materials they will need

Music	<p>Charanga Scheme - In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)</p> <ol style="list-style-type: none"> 1. To share my opinion on different pieces of music 2. To recognise that parts of the song may keep being repeated 3. To know that music has a steady pulse, like a heartbeat and practise finding it in different ways 4. To recognise when the tempo and the pitch of music 5. To learn the names of different instruments 6. To create a simple melody using one, two or three notes and perform it to the class <p>Charanga Scheme - Round and Round (Bossa Nova)</p> <ol style="list-style-type: none"> 1. To share my opinion on different pieces of music 2. To know that music has a steady pulse, like a heartbeat and practice finding it in different ways 3. To sing or rap songs in unison and from memory 4. Play accurately and in time as part of a performance 5. Take it in turns to improvise using one or two notes 6. Perform a song they have learnt trying hard to look at their audience while they are performing 	
PE	<p>Gymnastic Skills</p> <ul style="list-style-type: none"> • 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 <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (developing balance, agility and co-ordination) • Perform dances using simple movement patterns. <p>Football Skills</p> <ul style="list-style-type: none"> • 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. <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (running, jumping, throwing, developing balance and agility and co-ordination) • Participate in team games (developing simple tactics for attacking and defending) 	<p>Dance – linked to explorers</p> <ul style="list-style-type: none"> • move to music copy dance moves • perform some dance moves • make up a short dance • move around the space safely <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (developing balance, agility and co-ordination) • Perform dances using simple movement patterns. <p>Tennis Skills</p> <ul style="list-style-type: none"> • Hit a ball with a bat • 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. <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (running, jumping, developing balance, agility and co-ordination)

R.E	<p>What do Jewish people remember on Shabbat? Theology</p> <ol style="list-style-type: none"> 1. To retell the Jewish story of creation 2. To examine the artefacts used to celebrate Shabbat 3. To explain the traditions and rules of Shabbat 4. To connect ideas of rest and Shabbat to the creation story 5. To discuss the significance of Shabbat to Jewish people <p>What does the cross mean to Christians? Theology</p> <ol style="list-style-type: none"> 1. To retell the events of the Easter story 2. To compare different Christian cross' and examine their meaning 3. To examine the importance of the Easter festival for Christians 4. To create a cross that symbolises Christian beliefs in Jesus <p>To compose a message of hope to reflect what Easter means to Christians.</p>
P.H.S.E	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. To set simple goals 2. To set a goal and work out how to achieve it 3. To understand how to work well with a partner 4. To tackle a new challenge and understand this might stretch my learning 5. To identify obstacles and work out how to overcome them 6. To tell you how I felt when I succeeded at something <p>Healthy me</p> <ol style="list-style-type: none"> 1. To understand the differences between healthy and unhealthy 2. To know how to make healthy lifestyle choices 3. To keep myself clean and healthy 4. To understand how germs cause disease 5. To understand that medicines can help me if I feel poorly 6. To know how to keep safe when crossing a road