

## Year 1 Curriculum map: Spring 2

English	<p><u>Phonics/Reading:</u> To follow Essential Letters and Sounds scheme- Year 1 Spring 1: - Recognise read and write words with the alternative GPCs-</p> <table><tr><td>/u/ &lt;o&gt; (brother)</td><td>/j/ &lt;g&gt; (gem) /j/ &lt;ge&gt;(fringe) /j/ &lt;dge&gt; (bridge) /s/ &lt;st&gt; (listen)</td><td>/s/ &lt;ce&gt; (fence) /s/ &lt;se&gt; (house) /n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt; (knee) /r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb)</td><td>/z/ &lt;se&gt; (cheese) /z/ &lt;ze&gt; (freeze) /ear/ &lt;eer&gt; (cheer) /ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt; (patient) /sh/ &lt;ti&gt; -tion (station)</td><td>/ar/ &lt;al&gt; (half) /or/ &lt;augh&gt; (caught) /sh/ &lt;ss&gt; (session) /zh/ &lt;si&gt; (vision) /sh/ &lt;ti&gt; -tious (scrumptious) /sh/ &lt;ci&gt; (delicious) -ous, -ion, -ian</td></tr></table> <ul style="list-style-type: none"><li>• Listen to and discuss a wide range of poems.</li><li>• Listen to and discuss a wide range of non-fiction texts at a level beyond that at which they can read independently.</li></ul> <p><u>Writing</u></p> <ul style="list-style-type: none"><li>• To read and write animal poems.</li><li>• To write a non-chronological report about a pet.</li><li>• To use s and es as the plural marker for nouns and the third person singular marker for verbs.</li><li>• use the suffix -ing and -ed when there is no change to the spelling of the root word.</li></ul>	/u/ <o> (brother)	/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian
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Maths	<p><b>Number and Place Value:</b></p> <ul style="list-style-type: none"><li>• To estimate count, read, write and compare numbers up to at least 80.</li><li>• To partition numbers into tens and ones.</li><li>• To write numbers up to at least 10 in words.</li><li>• To order numbers to 80.</li><li>• To compare numbers and say which is more, less, equal to, greater than up to at least 80.</li><li>• To count on and back in ones up to at least 80.</li><li>• To count in 2s up to 40 with even numbers and supporting doubles (consolidation).</li></ul>					

	<ul style="list-style-type: none"> <li>To count in multiples of 10 in order up to 150 (consolidation).</li> <li>To count in 5s up to 50 and relate to counting in 10s (consolidation).</li> </ul> <p><b>Calculation – Subtraction:</b></p> <ul style="list-style-type: none"> <li>To work out the number 1 more or 1 less up to 80.</li> <li>To read, write and interpret mathematical statements involving subtraction up to 10, and begin to do this to 20.</li> <li>To subtract numbers up to 10 and begin to subtract to 20.</li> <li>To solve one step problems that involve subtraction using concrete objects, pictorial representations and missing numbers up to 10 (consolidation).</li> <li>To know number bonds to 10 and related subtraction facts to 10 (consolidation).</li> </ul> <p><b>Calculation – Money:</b></p> <ul style="list-style-type: none"> <li>To recognise and know the value of different denominations of coins and notes.</li> <li>To create amounts less than £1.</li> <li>To create amounts that are multiples of £1, £2 and £5.</li> </ul>
Science	<p>Spring:</p> <ul style="list-style-type: none"> <li>To identify and name range of common wild and garden plants including evergreen and deciduous trees.</li> <li>Identify and describe a variety of common flowering plants, including trees.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple properties of a variety of simple everyday activities.</li> <li>To compare and group together a variety of everyday materials based on their properties.</li> </ul>
P.E	<p><u>Games:</u> (tennis skills)</p> <ul style="list-style-type: none"> <li>To bounce a ball on a racket with control.</li> <li>To send and receive a ball with increasing accuracy to a partner by using a racket to hit the ball.</li> </ul> <p><u>Dance:</u></p> <ul style="list-style-type: none"> <li>to work independently and in groups to create ideas and movements for a dance about the Three Little Pigs.</li> </ul>
History	Not covered this half term
Geography	<ul style="list-style-type: none"> <li>to recognise key physical and human features in their local area.</li> </ul>

	<ul style="list-style-type: none"> <li>• To create a map of a familiar route.</li> <li>• To use positional and directional language.</li> <li>• To recognise attractive and unattractive features in their local area.</li> </ul>
R.E	<ul style="list-style-type: none"> <li>• To know the key beliefs of Jewish people.</li> <li>• To identify special objects from the Jewish faith.</li> <li>• To understand that people have different beliefs.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• To know the names of the following instruments - xylophone, glockenspiel, drum, triangle, tambourine, maracas cymbals.</li> <li>• To identify dynamics as loud or quiet in music about the weather.</li> <li>• To play music loud and quiet.</li> </ul>
P.S.H.E	<ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy and know some ways to keep healthy and make healthy lifestyle choices</li> <li>• know that all household products, including medicines, can be harmful if not used properly.</li> <li>• know that medicines can help them if they feel poorly.</li> <li>• know how to keep safe when crossing the road,</li> <li>• know how to keep themselves clean and healthy and that germs cause disease/illness.</li> <li>• know about people who can keep them safe.</li> </ul> <p>Social and Emotional Skills: Keep themselves safe, recognise how being healthy helps them to feel happy, recognise ways to look after themselves if they feel poorly, recognise when they feel frightened and know how to ask for help, feel good about themselves when they make healthy choices, realise that they are special.</p>
Art	<ul style="list-style-type: none"> <li>• Give an opinion about whether an activity counts as 'art'.</li> <li>• Draw and talk about a remembered experience of making something creative.</li> <li>• Independently choose and measure lengths of wool and join wool sections together.</li> <li>• Adjust their wrapping technique if something doesn't work well.</li> <li>• Show that they are selecting colours thoughtfully.</li> <li>• Be open to trying out a new skill.</li> <li>• Show that they are choosing materials based on colour, thickness and flexibility.</li> <li>• Show resilience and keep going when things don't go right the first time.</li> <li>• Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc).</li> </ul>

	<ul style="list-style-type: none"> <li>• Weave with paper, achieving a mostly accurate pattern of alternating strips.</li> <li>• Describe their own weaving and compare it to Vicuna's artwork.</li> <li>• Attach things securely to their box loom.</li> <li>• Remember the process needed for weaving and attach some elements in this way.</li> <li>• Discuss the choices they make and what they like about their finished work.</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• Follow design criteria to meet the needs of a user.</li> <li>• Make a stable structure.</li> <li>• Make functioning sails/blades that attach to the supporting structure.</li> <li>• Improve their windmill.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• To find information about different animals using the internet.</li> <li>• To know that information comes from different sources.</li> <li>• To write an email.</li> <li>• To use the backspace, shift, space bar and question mark.</li> </ul>