



Leagrave Primary School

'Striving for Excellence, Learning for Life.'



Year 1 Curriculum Organiser
Spring Theme: Bright Lights, Big City



English 1: Lost and Found

Reading 1C: Identify and explain sequence of events

- Know a story has a beginning middle and end
- Know the problem in a story has a resolution to end it
- Know how to sequence a story
- Know how to identify key points of a story

SPaG

- Spell a range of CEW for Year 1
- Use capital letters to start most sentences
- Use a full stop at the end of most sentences
- Begin to use a question mark
- Use the suffixes ed and ing
- Use adjectives to describe nouns

Writing

- Use conjunctions to join sentences and phrases
- Use simple sentences structure mostly accurately
- Know how to write sentences to form a short narrative
- Begin to make appropriate vocabulary choices
- Read back own writing to check that it makes sense

English 2: Poetry (Senses)

Reading 1A Draw on knowledge of vocabulary

- Know how to apply phonic and root word knowledge to decode new or unfamiliar words
- Know how to segment and blend.
- Know how work out the meaning of a word
- Know how to read around a text

Identify and explain key aspects of fiction and non-fiction

- Know how to say why they liked or disliked a text/poem

SPaG

- Use capital letters to start most sentences
- Use a full stop at the end of most sentences
- Use adjectives to describe nouns

Writing Knowledge and Skills

- Use simple sentences structures mostly accurately
- Read back own writing to check that it makes sense
- Begin to make appropriate vocabulary choices to improve a piece of writing

Class Readers



Year 1 Basic Skills Spring Term One

Maths:

Addition and Subtraction:

- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one digit and two digit numbers to 20, including zero
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Number and Place Value:

- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number
- Count, read and write numbers from 1 - 50 in numerals and words.
- Identify and represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least
- Given a number, identify one more or one less.
- Count in multiples of twos, fives and tens

Timestable Focus

- Count in multiples of 2,5,10 and recall doubles and halves to 10

Handwriting

- Separate words with finger spaces
- Form lower case letters correctly
- Write letters with descenders correctly
- Form upper case letters correctly

Personal, Social, Health and Relationship Education:

JIGSAW- Dreams and Goals

- Set simple goals
- Set a goal and work out how to achieve it
- Understand how to work well with a partner
- Tackle a new challenge and understand this might stretch my learning
- Tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them
- Tell you how I felt when I succeeded in a new challenge and how I celebrated it

Spiritual, Moral, Social, Cultural Links

RE-Easter

History- Great Fire of London

Geography- Compare and contrast locations

Art: Creating artwork

Science: weather and seasons

Whole School Values Focus

DETERMINATION

British Value

TOLERANCE

Home Learning Focus

- Know how to add and subtract a one digit number from a two digit number
- Know the features of a story and retell familiar stories in a sequence

English 1: Tiger who Came to Tea

1a Draw on knowledge of vocabulary to understand text

- Know how to apply phonics and root word knowledge to decode new or unfamiliar words

1B: Identify and explain key aspects of fiction, such as characters, events, titles, info

- Know how to identify characters in a story

1E: Predict what might happen

- Know that an image can give clues to a story

1D: Make inferences from the text

- Know how to use images to make simple inferences
- Recognise facial expressions to explain feelings

SPaG

- Use adjectives to describe nouns
- Use pronouns to replace a noun
- Use the prefix 'un'
- Use capital letters to start most sentences
- Use a full stop at the end of most sentences

Writing

- Use simple sentences structures mostly accurately
- Write sentences to form a short narrative
- Read back own writing to check that it makes sense

English 2: First Person Recounts

Reading

1a Draw on knowledge of vocabulary to understand text

- Know how to apply phonics and root word knowledge to decode new or unfamiliar words
- Know how to segment and blend.
- Know how work out the meaning of a word
- Know how to read around a text

1B: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles, info

- Know how to identify characters in a story

SPaG

- Use capital letters to start most sentences
- Use a full stop at the end of most sentences
- Use 'and' to join sentences and phrases
- Use a capital letter for pronoun 'I'

Writing

- Use simple sentences structures mostly accurately
- Write sentences to form short narrative
- Read back own writing to check that it makes sense

Handwriting

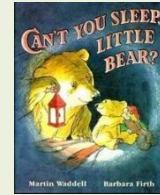
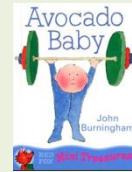
- Separate words with finger spaces
- Form lower case letters correctly
- Write letters with descenders correctly
- Form upper case letters correctly

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Class Readers



Personal, Social, Health and

Relationship Education:

Healthy Me

- Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
- Know how to make healthy lifestyle choices
- Know how to keep myself clean and healthy, and Understand how germs cause disease/illness
- Know that all household products including medicines can be harmful if not used properly
- Understand that medicines can help me if I feel poorly and I know how to use them safely
- Know how to keep safe when crossing the road, and about people who can help me to stay safe

Spiritual, Moral, Social, Cultural Links

RE-Easter

History- Great Fire of London

Geography- Compare and contrast locations

Art: Creating artwork

Science: weather and seasons

Home Learning Focus

- Know the features of poems and stories and innovate own poems and stories
- Know two digit numbers have ones and tens

Year 1 Basic Skills Spring Term Two

Maths:

Number and Place Value:

- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number
- Count, read and write numbers from 1 - 50 in numerals and words
- Identify and represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least
- Given a number, identify one more or one less
- Count in multiples of twos, fives and tens

Measurements:

- Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer / shorter, tall/short, double / half]
- Measure and begin to record lengths and heights
- Compare, describe and solve practical problems for mass / weight: [for example, heavy / light, heavier than, lighter than]; capacity and volume [for example, full / empty, more than, less than, half full, quarter]

Geometry- Position and Direction:

- Describe position, direction and movement including whole, half, quarter and three quarter turns

Whole School Values Focus

RESPONSIBILITY

British Value

DEMOCRACY



Year 1 Bright Lights, Big City Spring Term

Enrichment Opportunities

Wow Entry and Outcome: Enquiry Box

Visits & Visitors: Stockwood Park Gardens



Geography- To compare and contrast locations

Name and locate the four countries and capital cities of the United Kingdom on a map or globe: (Bright Lights Big City)

- Know that the United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales
- Know that a capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales.
- Know that the countries of the United Kingdom are made up of cities, towns and villages

Use the correct terms for simple geographical features in the local environment to identify the similarities and differences between the local environment and one other place. (Bright Lights Big City)

- Know that places can be compared by size, amenities, transport, location, weather and climate
- Know that physical features are naturally created from earth: field, river, hill, soil, vegetation
- Know that human features are man-made: factories, farms, houses, offices, harbour, shops.
- Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.

Answer simple questions regarding straight forward geographical patterns (science coverage)

- Identify seasonal and daily weather patterns in the United Kingdom: recording temperatures and weather types
- Collect simple data during fieldwork. Data is information that can be collected and used to answer a geographical question.

Art and Design (Artist- Stephen Wiltshire)

Outline personal likes and dislikes regarding a piece of art

- Discuss what they like and dislike about another piece of artwork using words such as colour (light / dark and basic colour names) and shapes (small / large) and words to describe feelings e.g. happy, sad, confused

Drawing: Use lines to represent a shape or outline

- Know how to create lines of different thickness and create bold lines, precise shapes and outlines dependent on purpose
- Use lines to create a picture



Bright Lights, Big City

United Kingdom

The United Kingdom is in Europe. It is made up of England, Northern Ireland, Scotland and Wales. The capital city of the United Kingdom is London.



Physical features

The landscape of the United Kingdom has many different physical features.



river



flatland



mountain



forest

Weather

The United Kingdom has four seasons. These are spring, summer, autumn and winter. The weather can be very warm and sunny in the summer. In the winter, the weather can be cold and snowy. There can also be lots of rain all year round.



spring



summer



autumn



winter

London

As well as being the capital city of the United Kingdom, London is also the capital city of England. It is the largest city in the United Kingdom. Over eight million people live in London. The River Thames is the main river that runs through the city. Other rivers include the River Lea and the River Roding.

Landmarks

A landmark is a feature, such as a building, that can be seen from far away. A landmark can help you to describe your location. London has many famous landmarks.



Houses of Parliament



Tower Bridge



Royal Albert Hall



London Eye



St Paul's Cathedral



The Gherkin



History- Great Fire of London

Describe the role of a monarch.

- Know that a monarch is a king or queen who rules a country

Describe a significant historical event in British history.

- Know that significant historical events include those that cause great change for large numbers of people

Order information on a timeline.

- Use sequencing words, such as first, next, finally, then and after that, to order information chronologically

Use common words and phrases relating to the passing of time to communicate ideas and observations

- Know that common words and phrases; here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used

Create stories, pictures and role play about historical events, people and periods.

- Know that stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures

Key Vocabulary

bakery	A place that makes bread, cakes, etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
diary	A book that people write about their lives in.
firebreak	A gap that stops a fire spreading to nearby buildings.

Key People



Samuel Pepys



Thomas Farriner



King Charles II

The Great Fire of London

KS1

Key Events and Facts

When and where did the fire start?	The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
Why did the fire start?	The fires used for baking were not put out properly.
Why did the fire spread so quickly?	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
How did people try to put the fire out?	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
How and when was the fire put out?	By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.

The Great Fire of London

KS1

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Timeline of Events

Sunday 2nd September 1666

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.

Thousands of people are left homeless.

Key Knowledge





diary



Pudding Lane



cart



London

The Great Fire of London



burning

escaping



River Thames



Tower of London



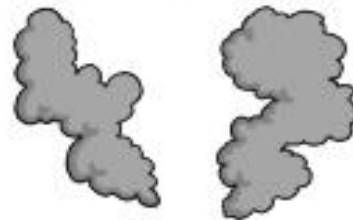
fire



buns



leather bucket



smoke



fireman



Samuel Pepys



bakers



bread



axe



The Monument



King Charles II

Design and Technology- 3D models of monuments and Healthy smoothie

Identify and talk about products that use electricity to make them work

- Understand that electricity is a power source
- Understand that electricity powers: lights, TVs, Games Consoles, Fridges, freezers, radios

Use wheels, axles, levers and sliders

- Understand that a slider can be used to move an object horizontally (and vertically if pushed)

Build simple structures

- Understand that a structure is a building made from different parts
- Know how to use joining techniques (such as sticking with glue or sticky tape) to make a structure that reflects a purpose

Talk about their own and others' work identifying strengths and weaknesses

- Understand that a strength is something that works well or is good about their work and a weakness is something that doesn't work well and could be improved about their product

Measure and weigh food items using non-standard measures (e.g. spoons and cups)

- Understand that measuring the weight of something is a way of working out the amount of something which you want



Shape and Base

The base is the key to a stable structure.
The shape of the structure is also very important too.

The wider the base, the more stable the structure.



Strengthening and Stiffening Structures

Joining together – Using paper or card, you could use strong glue, stapling, paper clips or strong tape to join pieces together.

Rolling - Rolling paper or card into tubes can produce a strong structure. You can fix a number of tubes together to create a strong base.

Folding - Concentrating paper and card then adding a layer of card above and below it.

Layering - Corrugated card can be layered to create an extra strong base. Alternatively, you could add a length of wood to each edge of the card, strengthening the corners with cardboard triangles. You can then add another piece of corrugated card on top of this or repeat this process several times to create an extra strong base.



Year 1 Subject Focus: Spring Term

Science: Seasonal changes and Light sources

Name the four seasons and describe typical weather conditions for each of them.

- Can observe changes across the four seasons
- Can observe and describe weather associated with seasons and how day length varies
- Know that there are four seasons in the UK: spring, summer, autumn and winter and that each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet.
- Know that in the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer.
- Know that symbols are used to show different types of weather. (Geography objectives)

To recognise we need light in order to see things and that dark is the absence of light

- Can name and Identify light sources
- Can understand that we need light to see
- Identify opaque, translucent and transparent objects
- Know that the Sun can damage their eyes

Cross Curricular with Geography

Observe changes across the four seasons.

- Know that the year is divided into 4 seasons: Autumn, Winter, Spring, Summer and that the seasons are divided according to the temperature, hours of sunlight and weather
- Know that there are different seasons in different parts of the world e.g. in the Northern hemisphere (the top half of the Earth) and the southern hemisphere (the bottom half of the Earth)
- Can observe and describe weather associated with seasons and how day length varies.

Autumn

- Know that weather is decreasing from Summer
- Know that there is, on average, about 12 hours of daylight each day

Winter

- Know that this is the coldest of the seasons
- Know that there can be frosts and snow
- Know that there is, on average, 8 hours of daylight each day

Spring

- Know that temperatures generally increasing from winter
- Know that there is, on average, 13 hours of daylight each day
- Summer

Summer

- Know that this is the warmest of all of the seasons
- Know that there are, on average, 16 hours of sunlight each day



Computing- Book Creator

Recognise common uses of information technology beyond school and identify sound recording equipment to record sounds

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Know what a search engine is
- Know how to use a search engine safely
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Create a talking story

- Know how to play a recording
- Know how to use instruments and apparatus to create sounds
- Know different ways of inputting information in to a computer
- Know how to use audio recorders
- Know how to record and play back a recording
- Know how to record to improve or change
- Know how to save a recording and an image

Create a digital card

- Know how to use a pad mouse
- Know how to use a key board
- Know how to manipulate text by changing font/ size and colour
- Know how edit an image

Music

Rhythm In The Way We Walk and The Banana Rap- Reggae Unit Theme

Pulse, rhythm and pitch, rapping, dancing and singing

In the Groove- Blues, Baroque, Latin, Bhangra, Folk, Funk

Unit Theme

How to be in the groove with different styles of music

Symbols of Faith: Christianity

What makes some places significant? What makes some places sacred to believers?

Make sense and Belief

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions
- Identify a belief about worship and a belief about God, connecting these to a place of worship

Understand the impact

- Give examples of objects, symbols and actions used in churches
- Give simple examples of how people worship at church
- Talk about why some people like to belong to a sacred building or community

Make connections

- Think, talk and ask good questions about what happens in a church
- Talk about what makes some places special to people

DT Knowledge and Skills

- Cut out shapes from a variety of fabrics and papers
- Know that when cutting shapes, they rotate the material (where possible) and not the scissors

Writing Knowledge and Skills

- Compose and write sentences that make sense.
- Write sentences in a sequence (recount- Church visit)

SMSC Links

- Explore the values and beliefs of others to develop empathy and respect
- Have a range of opportunities to express their own views and understand that others may hold different views or beliefs
- Have a range of opportunities to express their own particular gifts and talents in music, art and literature in order to develop personal creative qualities



Physical Education - Knowledge & Skills

Gymnastics

- Explore travelling movements
- Develop and combine travelling movements
- Develop quality when performing and linking shapes
- Develop quality when linking shapes
- Develop stability and control when performing balances
- Develop stability and control when performing balances
- Develop technique and control when performing shape jumps.
- Develop technique and control when performing shape jumps
- Develop technique in the barrel, straight and forward roll
- Develop rolls and use them in a sequence
- Link gymnastic actions to create a sequence
- Develop quality in gymnastics sequences

Target Games

- Develop underarm throwing towards a target
- Develop throwing for accuracy
- Develop underarm and overarm throwing at a target
- Develop throwing for accuracy and distance using underarm and overarm
- Select the correct throw for the target
- Develop throwing for accuracy and distance

Invasion Games

- Understand the role of defenders and attackers
- Recognise who to pass to and why
- Move towards goal with the ball
- Support a teammate when playing in attack
- Move into space showing an awareness of defenders
- Stay with a player when defending

Religious Education: Why does Easter matter to Christians?

Make sense of Belief

- Recognise that incarnation and salvation is part of a big story as found in the Bible
- Tell stories of Holy week and Easter from the Bible
- Recognise that Jesus gives instructions about how to behave

Understanding Impact

- Give at least three examples of how Christians show their belief about Jesus's death and resurrection in Church worship at Easter

Make connections

- Think, talk and ask questions about whether the story of Easter has something to say to Christians or if it has anything to say to people about sadness, hope or heaven