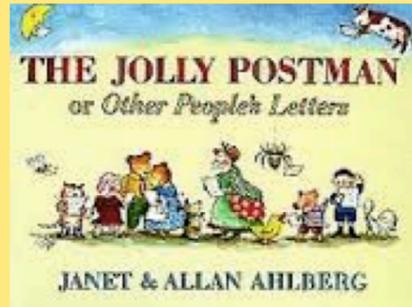


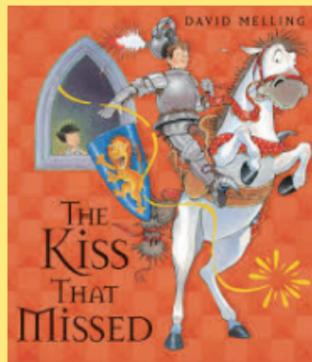
English

The Jolly Postman & Jack and the Beanstalk - Letters

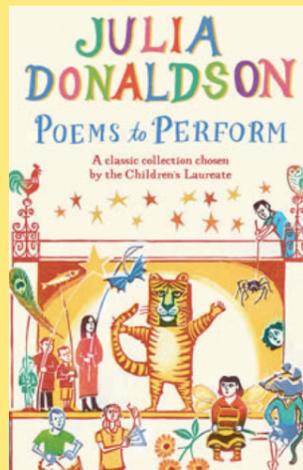


The Enormous Turnip – Story

The Kiss that Missed - Description



Poems to Perform (The Sound of Water) - Poetry



Maths

Number & Place Value

Given a number, identify one more or one less

Measures: Mass and Weight

Measure and begin to record

Geometry: 2D and 3D Shapes

Identify and describe common 2D shapes

Measures: Money

Continue to recognise and know the different denominations of coins and notes

Addition and Subtraction

Add and subtract one digit and two digit numbers to 20, including zero

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number patterns

Measures: Length & Weight

Measure and begin to record

Multiplication & Division

Solve one step problems including multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Fractions

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Geometry: Position & Direction

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

Measures: Time

Compare, describe and solve practical problems

Consolidate and Assess



**COOPERS LANE
PRIMARY SCHOOL**

YEAR 1 CURRICULUM

**SPRING TERM
TOPIC PUZZLE**

**KINGS, QUEENS &
CASTLES**



History

Chronological understanding

Can they use words and phrases like: old, new and a long time ago?
Can they recognise that a story that is read to them may have happened a long time ago?
Can they retell a familiar story set in the past?

Knowledge and interpretation

Do they appreciate that some famous people have helped our lives be better today?
Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
Do they know who will succeed the queen and how the succession works?

Historical enquiry

Can they spot old and new things in a picture?
Can they answer questions using an artefact/ photograph provided?
Can they give a plausible explanation about what an object was used for in the past?

Geography

Geographical enquiry

Can they answer some questions using different resources, such as books, the Internet and atlases?
Can they think of a few good questions to ask about a locality?

Physical Geography

Can they describe a locality using words and pictures?
Can they name key features associated with a town?

Geographical knowledge

Can they identify the four countries making up the United Kingdom?
Can they name some of the main towns and cities in the United Kingdom?

Science

Everyday Materials

Can they distinguish between an object and the material from which it is made?
Can they describe materials using their senses?
Can they describe materials using their senses, using specific scientific words?
Can they explain what material objects are made from?
Can they explain why a material might be useful for a specific job?
Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
Can they sort materials into groups by a given criteria?
Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Seasonal Changes

Can they observe changes across the four seasons?
Can they observe and describe weather associated with the seasons?
Can they observe and describe how day length varies?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Information Technology

Can they use technology purposefully to store digital content?
Can they use technology purposefully to retrieve digital content?
Can they use technology purposefully to manipulate digital content?

Computer Science

Do they understand what an algorithm is?
Can they implement an algorithm as a program on a device?
Can they create simple programs?

Music

Performing

Can they use their voice to speak/sing/chant?
Do they join in with singing?
Can they use instruments to perform?
Do they look at their audience when they are performing?
Can they clap short rhythmic patterns?
Can they copy sounds?
Do they know that the chorus keeps being repeated?

Composing (inc. notation)

Can they repeat (short rhythmic and melodic) patterns?
Can they make a sequence of sounds?

Appraising

Can they recognise repeated patterns?
Can they follow instructions about when to play or sing?

Year 1 Spring Topic Puzzle Kings, Queens & Castles



PSHE

Health & wellbeing

Can they recognise and explain what they like and dislike, what is fair and unfair, and what is right and wrong?
Can they explain and maintain personal hygiene?
Can they describe how some diseases spread and how they can be controlled?
Do they recognise that all household products, including medicines, can be harmful if not used properly?

Relationships & Living in the wider world

Do they contribute to the life of the class and school?
Can they listen to other people, and play and work cooperatively?

RE

Food: Why is it important to Christians, Sikhs and Hindus?
Easter

Home Learning Opportunities

Ideas of places you could visit:

- Tower of London
- [Buckingham Palace](#)
- Windsor Castle
- [Leeds Castle](#)
- [Hever Castle](#)
- Eltham Palace
- Library visits – non fiction books and fiction books such as 'Katie goes to London' & 'Queen Knickers'

Other possible ideas to do at home:

- Collect newspaper clippings into a scrap book to keep and discuss
- Learn the '[Horrible Histories: The Monarchs' Song](#) ; [The English Kings and Queens Song](#)' – create a picture timeline from this
- Make a castle or design a King or Queen's room in a shoebox

PE (Rising Stars – Story Time Dance & Skip to the Beat)

Acquiring & developing skills

Can they copy actions?
Can they repeat actions and skills?
Can they move with control and care?

Evaluating & improving

Can they talk about what they have done?
Can they describe what other people did?

Health & fitness

Can they describe how their body feels before, during and after an activity?

Dance

Can they move to music?
Can they copy dance moves?
Can they explore and perform basic body actions?
Do they use different parts of the body singly and in combination?
Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
Do they choose appropriate movements for different dance ideas?
Can they remember and repeat short dance phrases and simple dances?
Do they move with control?

Can they make up a short dance?
Can they move around the space safely?

Do they vary the way they use space?

Do they describe basic body actions and simple expressive and dynamic qualities of movement?

OUTDOOR PE- HARRY BOYS

Art

Painting

Can they communicate something about themselves in their painting?
Can they create moods in their paintings?
Can they choose to use thick and thin brushes as appropriate?
Can they paint a picture of something they can see?
Can they name the primary and secondary colours?

Knowledge

Can they describe what they can see and like in the work of another artist/craft maker/designer?
Can they ask sensible questions about a piece of art?

Design & Technology

Can they think of some ideas of their own?
Can they explain what they want to do?
Can they use pictures and words to plan?
Can they explain what they are making?
Can they explain which tools are they using?
Can they describe how something works?
Can they talk about their own work and things that other people have done?

Mechanisms

Can they make a product which moves?
Can they cut materials using scissors?
Can they describe the materials using different words?
Can they say why they have chosen moving parts?

Use of materials

Can they make a structure/model using different materials?
Is their work tidy?
Can they make their model stronger if it needs to be?

Construction

Can they talk with others about how they want to construct their product?
Can they select appropriate resources and tools for their building projects?
Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?