

Year 1 Foundation Curriculum – Spring Term Overview
Key Concepts: Change Physical Processes and Sustainability

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| <p align="center">Religious Education 1 Jewish: What do Jewish people remember on Shabbat?</p> | <p align="center">History Grace Darling and the RNLI</p> <p>Key Questions: What impact has Grace Darling had on our lives? How do we look after people in difficulty? What are the similarities and differences between then and now? When was Grace Darling alive and how was life different? What did she do and why is she important? What was her most significant achievement and why? How have rescue services changed over time? Why are rescue services important</p> <p>Vocabulary: Past/present, rescue, service, impact, lifeboat, significance, similarity</p> | <p align="center">Religious Education 2 Christianity: What does the cross mean to Christians?</p> |
| <p align="center">Computing</p> <p>Spring 1: Moving a robot</p> <p>Spring 2: Grouping data:</p> | <p align="center">Geography UK Countries, Towns and Coasts</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Key Questions: What are the countries and capital cities of the UK? What are the features of an island?</p> <p>Vocabulary: Island, cliff, mountain, sea, river, forest, hill, beach, city, town, village, port, harbour,</p> | <p align="center">Design Technology Making a Rescue Boat</p> <p>Key Questions: What improvements could be made to make your boat buoyant/stable/waterproof? What materials are good at floating? What is the purpose of a rescue boat? What are the challenges for rescue boats?</p> <p>Vocabulary: Floating, buoyant, stable sinking, bow, hull, waterproof, water resistant, equipment</p> |
| <p align="center">PSHE 1</p> <p>Living in the wider world Money; making choices; needs and wants Key Question: What can we do with money? • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this</p> <p>No Outsiders 1.3 Key learning – to find ways to play together. Suggested Text: Want to play trucks? By Ann Stott and Bob Graham</p> | <p align="center">Science 1 Animals Including Humans</p> <p>Key Questions: What are the names and location of parts of the human body, including those related to the senses?</p> <p>Vocabulary: Human, mammal, reptile, fish, bird, amphibian, herbivore, carnivore, omnivore</p> <p>Scientific working procedural knowledge: classify</p> | <p align="center">Physical Education 1 Gymnastics</p> <p>Use of apparatus Master basic movements, as well as developing balance and agility</p> <p align="center">Multi skills- Bat and ball skills-aiming and striking. Tennis/3 Tees cricket</p> <p>Master basic movements including throwing and catching, as well as developing co-ordination, and begin to apply these in a range of activities.</p> |
| <p align="center">PSHE 2:</p> <p>Health and wellbeing Keeping safe; people who help us. Key Question: Who helps to keep us safe? • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people - who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard - how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say • The difference between secrets and nice surprises (that everyone will find out about eventually) and that some secrets may hurt other or ourselves</p> <p>No Outsiders 1.4 Key learning – Proud to be me Suggested Text: Hair, It's a Family Affair by Mylo Freeman</p> | <p align="center">Science 2 Seasons – Longitudinal study</p> <p>Key Questions: Why and how do trees change throughout the year? Why does the weather change throughout the year? What happens to the trees throughout the year?</p> <p>Vocabulary: Season, Spring, Summer, Autumn, Winter, weather, thunder, lightning, sunrise, sunset</p> <p>Scientific working procedural knowledge: observe, compare</p> | <p align="center">Physical Education 2 Gymnastics:</p> <p>Use of wall bars Master basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p align="center">Multi skills- Tennis/3 Tees cricket</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> |

| Music | French | Art |
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| <p>Spring 1: Exploring sounds: How does music make the world a better place?</p> <p>Spring 2: Learning to listen: How does music help us to understand our neighbours.</p> | <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p> | <p>Edward Tinga Tinga</p> <p>Children will know about the work and styles of Edward Tingatinga and understand the historical and cultural development of their art form.</p> <p>Key Questions:</p> <p>Mark making: What shapes can you see within the animals? What mark making technique works best? Painting: What different shapes can you see in this painting? What happens when we add paint to our crayon drawing? Evaluation: How would you develop ideas further through discussion? Can you reflect on your finished piece? Is this what you intended? What did you find difficult?</p> <p>Vocabulary:</p> <p>Paint Colour wash Mixing Primary Secondary Wax resist Sketchbook Outline Pattern. Mark making Thick Wavy Thin Straight Light Dark Sketch</p> |