Emmaus Primary School

Church of England and Catholic Primary School

*Travelling together with Jesus*

# Year 1

## Termly Curriculum

## Spring Term 2

| | | |
|---|---|---|
| CORE | Religious Education | **Daily collective worship** –Justice<br><br>**RE To know you more clearly – Branch 4 – Desert to Garden**<br>Know some simple words, actions and symbols from the Ash Wednesday liturgy.<br>Know some simple words, actions and symbols from the Palm Sunday liturgy.<br>Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to these in need (alms giving).<br>Know how Christian families in Brazil or Poland celebrate Lent and Holy Week.<br><br>'Fasting' in Lent is a way of giving things up to help others.<br>Learn about the work of Cafod and how Cafod Family Fast day is a way of responding to God's call.<br>Fasting, praying and giving to other are ways of following Jesus' example. |
| | English | **We follow the Read, Write, Inc Scheme for Reading.**<br><br>**Our vehicle text is:** 'Where The Wild Things Are' by Maurice Sendak<br><br>Children will write a portal story.<br>Children will write an information text about 'Wild Things'.<br><br>Children will engage in daily sentence accuracy work that allows them to say out loud what they plan to write, compose a sentence orally before writing and develop basic skills in using capital letters and punctuation correctly. |

| | | |
|---|---|---|
| | **Mathematics** | This term the children will learn about measure.<br>This will include:<br>• Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)<br>• Measure and begin to record lengths and heights.<br>• Compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than)<br>• Measure and begin to record mass and weight<br>• Compare, describe and solve practical problems for: capacity and volume<br>• Measure and begin to record capacity and volume<br>• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)<br>• Recognise and use language relating to dates, including days of the week, weeks, months, and years<br>• Tell the time to the hour and half past the hour and draw the hands on a clock fact to show these times.<br>• Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later)<br>• Measure and begin to record time (hours, minutes, seconds)<br>• Recognise and know the value of different denominations of coins and notes |
| | **Science** | **Plants**<br>• Identifying and naming wild and garden plants including deciduous and evergreentrees<br>• Identifying and describing the basic structure of a variety of common floweringplants including trees.<br>• The children will learn how plants grow in different locations. |

| | | |
|---|---|---|
| FOUNDATION SUBJECTS | Geography | **Countries of The UK**<br>Children will learn about the different countries in the UK and will be able to identify their respective capital cities, surrounding seas and physical and human features. |
| | Physical Education | **Ball Skills**<br>Children will explore different ball handling skills and be able to roll a ball to hit a target. They will develop co-ordination and be able to stop a rolling ball. Children will develop technique and control when dribbling a ball with their feet. They will develop control and technique when kicking a ball and develop co-ordination and technique when throwing and catching. Children will develop control and co-ordination when dribbling a ball with their hands and show coordination and control in a variety of balls |
| | Computing | **Animated Story Books**<br>Continue previous topic.<br><br>**Coding:**<br>To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program |
| | Music | **Learning to Listen**<br>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?<br><br>**Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A |
| | Art | Painting<br>Children will be experimenting to make a range of prints. They will create a print from an entire object and understand the transfer process and the effect of multiple prints.<br><br>Skills<br>• Experiment with paints<br>• Create overprinted patterns<br>• Create repeating patterns |
| | Modern Foreign Languages | • Name, feelings, where you live, age.<br>• Farm animals and animal sounds<br>Vieux McDonald song<br>• Colours |
| | Relationship and Sex Education | No Outsiders: Hair,<br>it's a family affair!<br><br>Healthy eating and<br>exercise – link to<br>PSHE. |
| | PSHE | **Healthy Me**<br>Children will look at the terms healthy and unhealthy. They will begin to make healthy lifestyle choices. They will know how to keep clean and talk about how germs might cause an illness. .Children will know that medicine can help you. Children will discuss crossing the road safely and understand who keeps the safe. Children will talk about why their body is amazing. |

| | | |
|---|---|---|
| | **Curriculum Enrichment** | TBC. |