**Year 1 Curriculum map: Spring 2**

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| Animals and Plants. |
| English | * To read and spell words from phase 5.
* To read and write animal poems.
* Listen to and discuss a wide range of poems.
* Listen to and discuss a wide range of non-fiction texts at a level beyond that at which they can read independently.
* To write a non-chronological report about a pet.
* To use a dictionary.
* To read and write recounts.
* To use the prefix er and est where no change is needed in the spelling of root words – quicker, quickest.
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| Maths | * To understand the terms - whole, half and quarter turns
* To describe the position of objects and direction.
* To add a one-digit number or a multiple of 10 to a one-digit or two-digit number
* To understand subtraction as 'take away' and find a 'difference' by counting up.
* To subtract a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number.
* To count on or back in ones, twos, fives and tens.
* To solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'
* To recall the doubles of all numbers to at least 10
* To read o’clock, half past, quarter past and quarter to times.
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| Science | * To name and identify common garden plants and trees.
* To know the name a variety of deciduous and evergreen trees.
* To know that flowers provide food for certain insects.
* To identify and name common wild flowers.
* To grow cress seeds.
* To know what seeds need to grow.
* To know which part of the plant the fruit or vegetable grows.
* To label parts of a plant.
* To know the job of the roots and the stem.
* To write about how their plant has grown
* To know that plants need certain things to grow.
* To make careful observations of plants
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| P.E | Games:* To be able to strike a ball independently and to a partner.
* To strike the ball with a racket when working with a partner and in team games with accuracy.

Gymnastics:* To explore gymnastic actions and shapes.
* To create wide and narrow shapes on apparatus.
* To perform different jumps.
* To take off and land safely.
* To balance on different parts of their body.
* To be able to perform a rocking movement.
* To create a sequence of movements together.
* To be able to perform balances, jumps and traveling movements.
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| History | Not covered this half term |
| Geography | * To locate a variety of places at home and abroad.
* To name and locate the 7 continents.
* To learn about a hot country and the type of animals that live there.
* To learn about a cold country and the types of animals that live there.
* Children should learn about two contrasting places and know key features of the destinations.
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| R.E | * To know the events leading up to Easter.
* To know what happened on Palm Sunday.
* To know what happens during the last supper.
* To know what happened on Good Friday and Easter Sunday
* To sequence the events of the Easter story from Good Friday
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| Music | * To select instruments to sound like animals
* To compose a piece of music to sound like an animal.
* To play instruments at different speeds and dynamics.
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| P.S.H.E | * To know how to care for pets.
* To know the role of the R.S.P.C.A
* To be able to explain how people feel about their pets.
* To explain how we feel about a pet being lost.
* To look after animals that live in our school grounds.
* To be able to distinguish between healthy and unhealthy foods.
* To design a healthy plate of food.
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| Art | Not covered this half term |
| Design and Technology | * To name a variety of fruit and vegetables.
* To know why it’s important to eat fruit and vegetables.
* To know the different parts of fruit and vegetables.
* To taste different fruits and talk about likes and dislikes.
* To design a fruit salad for their partner.
* To evaluate the look, taste of their fruit salad.
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| Computing | * To find information about different animals using the internet.
* To know that information comes from different sources.
* To write an email.
* To use the backspace, shift, space bar and question mark.
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