

Half Termly Curriculum Plan Spring 1 2025

Year 1									
Great Fire of London									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		seasons Autumn Winter Spring Summer weather rain snow sunshine sleet mist hail thunder lightening cloudy fog <u>Everyday Materials</u> object material wood plastic glass suitability properties water rock rough/smooth metal dull/dim bendy stiff soft hard stretch bright/ shiny solid liquid gas	Everyday Materials LI: I can identify and name a variety of everyday materials • Understand what a material is • Identify a variety of everyday materials • Describe some everyday materials	Everyday Materials LI: I can distinguish between an object and the material it is made from • Understand that objects are made from materials • Identify what material an object is made from • Learn that different objects can be made from the same material	Everyday Materials LI: I can describe the properties of everyday materials • Give simple descriptions of everyday materials • Describe the properties of everyday materials • Explain why materials are chosen for particular objects	Everyday Materials LI: I can identify objects that are natural and those that are manmade • Understand that some materials are natural and some are manmade • Identify natural and manmade materials • Understand that natural and manmade materials are used for different Purposes Seasons – LI: I can understand the changes that happen in winter • Understand that there are 4 seasons • Know that winter is a season • Understand the different weather that happens in winter • Understand that the length of daylight is shorter in the winter	Everyday Materials LI: To predict and identify if an object will float or sink • Understand that some objects float and some objects sink • Predict whether an object will float or sink • Identify if an object floats or sinks • Explain whether the prediction was correct	Everyday Materials LI: To explore which materials are best for different objects • Understand that some materials soak up water • know what waterproof means • Discuss materials that are absorbent and not absorbent • Understand why waterproof materials need to be used to make some objects	

		absorbent waterproof transparent squash							
History	People who help us – fire fighters	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th Century.	<u>The Great Fire of London</u> LI: I can ask questions about the past Discuss what they would like to know about the Great Fire of London Discuss what they would like to know about the Great Fire of London	<u>GFOL</u> LI: I can sequence events - Learn about what happened each day from the fire starting to the fire going out - Learn where and how the fire started - Understand why the fire spread so quickly - Children to recall and record the significant events from the Sunday to the Thursday	<u>GFOL</u> LI: I can understand why the fire spread so quickly - Explain that the houses were made of wood and very close together - Understand that the wind was very strong and caused the fire to spread - Know that there wasn't a fire brigade in 1666	<u>GFOL</u> LI: I can understand how London has changed Recall that houses in the past were made of wood Know that houses now are usually made of brick Understand that there were limited tools to help during a fire Understand that fire safety has improved Know some landmarks were here in 1666 and are still present today – St Paul's Cathedral, The Tower of London	<u>GFOL</u> LI: I can identify some similarities and differences between the way of life in different time periods Compare the way of life in 1666 and now Compare the tools available to put out fires in both time periods Understand the importance of fire safety		
Geography	Human and Physical features building on from an introduction in the Autumn term with relation to Harwich	Name Locate Identify England Scotland Wales Northern Ireland United Kingdom Sea Compass direction North South East West	LI: I can name and locate the four countries of the UK - Understand that the UK is made up of four countries - Know the location of the four countries within the UK - Know the names of the four countries of the UK Understand that the Republic of Ireland is a separate country and that it is not part of the UK	LI: I can name and locate the capital cities of each of the four countries in the UK Know that each country has a capital city Use a simple map to locate the four capital cities Record the four capital cities on a map of the UK	LI: I can name simple compass directions Name the four compass directions North, South, East and West Record N, S, E, W on a simple compass in the correct position	LI: I can ask geographical questions about the characteristics of the four UK countries Ask questions about the four countries of the UK	LI I can identify human and physical characteristics of England Know that human features are man made Know that physical features are natural Study some famous landmarks such as Big Ben, Buckingham Palace, Leeds Castle, The London Eye Scafell Pike, the river Thames Identify and record which features are human and which are physical	LI: I can identify human and physical characteristics of Scotland Recall the difference between human and physical features Study some famous landmarks in Scotland such as Edinburgh castle, Ben Nevis, Loch Ness Identify which land marks are human and which are physical features Discuss the similarities and differences between England and	

								Scotland – size, position in the UK human and physical features	
Computing	<u>Reception</u> - Using a paint program to make marks on a screen - Using a range of colours to make marks on a screen - Using the 'Undo' option to correct mistakes	Paint Program Tool Edit Save Erase Fill Tool Shape Tool Line Tool Undo Paintbrush Self Portrait Primary Colours Pointillism Abstract Piet Mondrian Henri Matisse Wassily Kandinsky Georges Seurat	<u>We are Painters</u> L.I. – To describe what different freehand tools do and draw a digital self-portrait. - I can make marks on a screen and explain which tools I used - I can draw lines on a screen and explain which tools I used - I can use the paint tools to draw a picture	<u>We are Painters</u> L.I. – To use the shape tools and the line tools to create their own digital painting in the style of an artist - I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist	<u>We are Painters</u> L.I. – To make careful choices when painting a digital picture in the style of an artist - I can choose appropriate shapes - I can make appropriate colour choices - I can create a picture in the style of an artist	<u>We are Painters</u> L.I. – To select the best tools to create a digital painting in the style of an artist - I can explain that different paint tools do different jobs - I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why	<u>We are Painters</u> L.I. – To select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist - I can make dots of colour on the page - I can change the colour and brush sizes - I can use dots of colour to create a picture in the style of an artist on my own	<u>We are Painters</u> L.I. – To compare painting a picture on a computer and on paper and use new learning to create a digital painting of their own choice. - I can explain that pictures can be made in lots of different ways - I can spot the differences between painting on a computer and on paper - I can say whether I prefer painting using a computer or using paper	Children to complete a digital painting of their own choice using the tools they have learned about. This activity will demonstrate their, knowledge, confidence and understanding of the range of tools used for digital painting.
Art and Technology		Tear Cut Join Safety Product Gluing Design Model	LI: I can draw/design a house from the Great Fire of London	LI: I can explore the most suitable materials to create my house	LI: I can investigate techniques to create a house				
Religious Education		Judaism Jewish Shabbat Challah bread Kiddush Cup Synagogue Havdalah Menorah Siddar Rabbi Kippah Torah	LI: I can recall the Jewish Creation Story Children to learn the Jewish Creation story Children will recall what happened on each of the 7 days of the Jewish creation story	LI: I can begin to understand the importance of the different artefacts used to celebrate Shabbat - Explain that Shabbat is a holy day of rest, celebration and prayer for Jewish people - Know that Jews celebrate Shabbat each week	LI: I can explain the traditions and rules of Shabbat Understand what Jewish people are not allowed to do during Shabbat	LI: I can understand the significance of Shabbat to Jewish people Discuss how Jewish people rest during Shabbat Think about how you/what you like to do to rest			

				● Explore the artefacts associated with Shabbat ● Understand what different artefacts are used for during shabbat					
Music	EYFS: Listening / recognising everyday sounds & musical instrument sounds.	Timbre: (How something sounds). Dynamics: (Loud / Quiet). Rehearse. Compose. Harmony. Solo. Group. Unison.	Introduce, discuss, listen for & respond to everyday sounds. Introduce a range of songs that incorporate descriptive sounds created with the voice.	Listen to / discuss 'Night Sounds' & explain assessment for next week. Develop further songs that incorporate descriptive sounds created with the voice.	Assess listening of 'Night Sounds'. Use the voice in different ways by composing different sounds for previously learned songs.	Introduce / Listen to & discuss how music can be used as a descriptive tool 'Children's Games'. Introduce part singing into previously learned songs that incorporate descriptive sounds created with the voice.	Assess listening of 'Children's Games'. Revisit / discuss & perform all the songs learned throughout this unit.	Introduce & discuss the concept of performing as 'Solo / Group' voices. Listen & respond to different recorded music that features Solo / Group singing. Complete a general worksheet on Solo / Group.	Complete 2 x Listening assessment worksheets ('Night Sounds' & 'Children's Games')
PSHE	Personal, Social and Emotional Development Self-regulation, Managing Self and Building Relationships	Proud Success Achievement Goal Treasure Learning Stepping stones Working together Team work Achievement Celebrate Stretchy Challenge Feelings Challenge Obstacle Overcome Achieve Goal Stepping stones Success	<u>Dreams and Goals</u> ● Set simple goals ● Share something I do well	<u>Dreams and Goals</u> ● Set a goal and work out how to achieve it ● Begin to understand how I learn best	<u>Dreams and Goals</u> ● Understand how to work well with a partner	<u>Dreams and Goals</u> ● Tackle new challenges and understand that they might stretch learning ● Identify how I feel when faced with a new challenge	<u>Dreams and Goals</u> ● Identify obstacles which make it more difficult to achieve a new challenge and can work out how to overcome them ● Know how I feel when I see obstacles and when I overcome them	<u>Dreams and Goals</u> ● Be able to identify feelings when succeeding in a new challenge	
PE		Travel Movement Expression Beat Rhythm Timing Gesture	To change direction during travelling moves. To link travelling moves that change direction and level	Develop gestures and ways of travelling to music	Understand beats in the music Move in time to music	Move in time to the music, travelling, gesturing and jumping	Dance to beats of four or eight. Perform dance moves that flow smoothly from one to the next	Perform a dance in time to music	