

Cleveland Road Primary School Curriculum Map – Year 1, Spring Term 2024

	Spring 1	Spring 2
TOPIC	<i>Imagination Will Take You Everywhere</i>	
KEY TEXTS	<i>On a Magical Do-Nothing Day</i> by Beatrice Alemagna	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 5, 12, 13, 14, 28, 29, 31, 38</i>	Philosophical thinking: If we have nothing to do, should we sit and do nothing? Should our minds be occupied with using technology or with developing our imagination? What is the difference between imagination and reality and why is it important to develop our imagination? Is it possible to find magic in everything? Is it good to be bored? What can boredom allow us to do? How does technology effect our imagination? What do we need in order to be able to build our imagination? Children will begin their learning journey by switching off technology and spending time outside instead. They will learn to understand the role of the mum in the story, who is a writer, her relationship with her child and how her role affects him. Drama sessions will also aim to further develop our empathy for the main character, who wants to escape the environment that he is in and immerse himself in the world of technology. Throughout the text, they will discuss his feelings and thoughts and how he begins to develop his imagination and the importance of being able to do this. The children will be writing in role and developing a deeper understanding of how ‘do-nothing’ days can help us to appreciate nature all around us and develop curiosity and imagination. The children will end by publishing their own books, with their alternative adventure, to display in the book corner.	
MATHS <i>CRC Articles 3, 28, 29</i>	Number and place value: counting to and across 100; writing, comparing and ordering; number patterns. Addition and subtraction within 20: counting on and back; adding and subtracting ones; adding and subtracting by making 10 and using number facts to 20; understanding the + - and = signs; solving missing number problems. Shapes and Patterns: recapping on 2D shapes and recognising the properties of 3D shapes. Multiplication and division: making equal groups and rows; grouping and sharing equally; solving problems involving multiplying and dividing. Fractions: making halves and quarters of shapes and numbers. Time: sequencing and identifying time to the hour and half hour. Money: recognising coins and notes. Volume and Capacity: comparing and describing volume and capacity. Mass: comparing and measuring mass. Position and direction: describing positions and movements.	
SCIENCE <i>CRC Articles 24, 29</i>	Animals, including Humans The children will begin the topic by identifying different parts and organs of their body and discussing their uses. They will carry out experiments via an investigative, hands-on approach, exploring their senses practically, and identifying the use of their five senses: sight, hearing, smell, touch and taste. They will also get the opportunity to visit and feed animals on an educational visit.	Plants They will identify and describe the basic structure of a variety of common flowering plants, including trees, plant their own flowers and keep a bean diary. They will investigate the effect of light and water on plant growth and will record their experiment. Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will also take part in a sunflower growing competition with the year group.

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COMPUTING <i>CRC Articles 5, 17, 31</i>	Digimaps The children will build on their knowledge about the local area and explore Ilford through the program <i>Digimaps</i>. They will learn about the different tools and add markers for landmarks in Ilford. Computer Science Espresso Coding - Children will know what an algorithm is. They will write, use and improve their own algorithms. They will therefore be able to write a program for a specific character to follow. Online Safety The children will explain why they ask for permission from adults about any content online.	Communication Create a story – The children will use a program called <i>JIT5</i> to create a simple animation, explaining a topic or story. Children will predict what a series of instructions will do. They will explain and write an algorithm. Online Safety The children will continue to explore how to keep safe online and when to tell a grown up if they see something that upsets or worries them.
GEOGRAPHY <i>CRC Articles 13, 14,</i>		Weather The children will learn about what weather is and will be able to identify weather patterns in the United Kingdom. They will explore how changes in weather directly affects us and how we prepare for the different seasons. After learning about UK weather patterns, they will look into extreme weather from all over the world. The children will end the topic by becoming mini weather forecasters. Using key vocabulary, the children will plan and deliver a weather forecast to their class.
HISTORY <i>CRC Articles 13, 14, 37</i>	Toys The children will begin this topic by bringing in and sharing their special toy with their class. The children will get to handle old and new toys, explaining the similarities and differences between toys from the past and the present. By learning about toys from the past, the children will understand what changes have been made to toys and why. The children will then be able to order toys on a timeline and explain their reasons. They will end the topic by learning about how children who could not afford new toys used to make their own, using household objects. The children will then have an opportunity to make their own peg doll toy.	

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ART CRC Articles 5, 29, 31		Andy Goldsworthy Children will study Andy Goldsworthy’s art and form opinions on his artwork, and give reasons. They will explore creating three different forms: the wave, the circle and the spiral, as well as creating their own forms. This will also consolidate their understanding of the kind of environment Goldsworthy creates with his art. They will have an opportunity to plan their final design before creating their final collage. Pupils will take photographs of their final piece to form their own art gallery.	
DT CRC Articles 4, 6, 29, 30, 31, 32	Freestanding Structures Children will explore a range of different structures, which will include observing real-life structures around the school and in the community and building models with different types of construction. They will then build their own creations and investigate different joins and strengthening techniques. They will finally refine their completed freestanding structure and evaluate it.		
MUSIC CRC Articles 29, 31	Introducing Beat How Can We Make Friends When We Sing Together? Children will use the freestyle program on <i>Charanga</i> , and songbooks, to learn songs linked to journeys, space and exploring. There will be opportunities to use musical instruments to create sounds, and evoke feelings and thoughts of space.		
PE CRC Articles 29, 31	Outdoor PE – Orienteering and Team Building - Teambuilding - Communication - Blind trail	Indoor PE - Dance - Simple movements - Showing different emotions - Body language	Outdoor PE – Attack, Defend and Shoot - Passing - Dribbling - Ball Control - Shooting
RE CRC Articles 2, 6, 12, 14, 20, 30	Who is a Christian and what do they believe? The children will begin this unit by looking at different Christian artefacts, focusing mostly on the Bible. They will hear examples of different stories from the Bible and the message that Jesus was trying to deliver to the people, when he was trying to spread the Christian faith. As well as this, they will learn about the Easter story.	How do religions celebrate the birth of a baby? The children will learn about baby-naming events and how different religions celebrate the birth of a baby. They will learn about who attends a baby dedication and will study the traditions and customs practised by different religions. The children will make comparisons between two baby-naming ceremonies. Through exploring the celebration of the birth of a baby, the children will understand belonging and the importance of family.	

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PSHE <i>CRC Articles 2, 3, 8, 12</i>	Dreams and Goals - Setting simple goals and how to achieve them - Working well with a partner and celebrating achievements together - Tackling new challenges and understanding how this might stretch learning - Identifying obstacles to achieve new challenges and how to overcome them - Expressing feelings when they succeed in a new challenge and how to celebrate it	Healthy Me - Keeping healthy with a balanced diet and exercise - Making healthy choices in everyday life - Keeping clean and healthy – the importance of hygiene and keeping well. - Learning how make healthy swaps to benefit health - Being educated about medicine safety - Understanding how to keep safe on the road and what hazards to be aware of
Spanish <i>CRC Articles 2, 3, 5, 6</i>	Transport In this unit, the children will learn 7 modes of transport (nouns and definite articles) in Spanish. Each lesson will be accompanied by a song that children will be encouraged to actively participate in.	Children's Songs In this unit, the children will learn 6 traditional nursery rhymes in Spanish. Each lesson will be accompanied by a song that children will be encouraged to actively participate in.
Safeguarding <i>CRC Articles 3, 4, 14, 19</i>	Children will confidently talk about anything that worries them online during Computing lessons and know who they can talk to. They will be able to explain why they ask for permission from adults about any content online. During circle time, the children will speak about their feelings and know how to be effective and happy learners. They will learn how to show kindness to their peers and the importance of good friendships.	