

# Year 1 Curriculum Information Spring 2 2026

## English

Text based activities based on our class text - **The Tiger Who Came to Tea** - Judith Kerr

### Outcomes:

**Fiction** - The story of \_\_\_\_\_ who came to \_\_\_\_\_ (e.g. The lion that came to school)

**Non-Fiction** - Instruction text

### Spelling, Punctuation and Grammar

- Read and spell all phase 5 common exception words (tricky words)
- To write phonetically plausible words up to unit 25 of Phonics Bug
- To use capital letters at the start of sentences, for names and personal pronoun 'I'
- To use full stops, question marks and exclamation marks at the end of a sentence
- To use conjunction 'and', 'so' and 'because' to join clauses
- To use bullet points in a list for instructions
- To understand what a verb is

## Maths

### **Place value (within 50)**

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Read and write numbers from 1 to 50 in numerals and words
- Given a number, identify 1 more and 1 less

### **Length and Height**

- Compare, describe and solve practical problems for lengths and heights
- Measure and begin to record lengths and heights

### **Mass and Volume**

- Compare, describe and solve practical problems for: mass/weight; capacity and volume
- Measure and begin to record the following: mass/weights; capacity and volume

## **Science - Materials**

Distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties.

- explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent
- explore and experiment with a wide variety of materials

## **History - Holidays: How have holidays changed over time?**

In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. They will continue to develop their use of sources, with photographs and primary sources from the 1950s and 1960s. They will begin to consider the use of story as a source of evidence by asking people about their holidays too. They will understand what a holiday 'resort' is and how these have changed. They will consider how activities from holidays in the 1950s and 1960s are similar or different to activities on a holiday in the present day. They will also learn what a souvenir is and the significance of a souvenir.

## **RE - Religion: Islam - Key question: Who is a Muslim and what do they believe?**

This unit enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.

## **PSHE – Healthy Me**

In this piece of the puzzle the class will talk about healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

## **Computing – Programming with Beebot**

In this unit, children will use simple coding skills to programme a Beebot. They will use directional language and understand how to sequence their instructions in order to make the Beebots move to the chosen end point.

## **Design Technology – Mechanisms: Cooking and Nutrition**

In this unit the children will research different food groups. The children will then taste different fruits and design and prepare a fruit face by chopping a variety of different fruit.

## **PE**

**React, Roll, Retrieve** - The 'react roll retrieve' unit looks to use a range of modified activities and equipment to support the development of movement speed, as well as skills relating to striking and fielding games. The children will have the opportunity to develop their knowledge of fielding activities and transfer their learning across a range of activities that develop their ability to send objects and effectively field in various contexts.

**Fair, Share, Dare** - The 'fair share dare' unit aims to develop the social skills of cooperation and collaboration along with the bravery and curiosity to try new things. These are important aspects of whole-school development in PE. The unit aims to develop a strong team ethic within the class and set firm expectations around how children work together in PE. This strong collaborative foundation is needed in order to successfully explore challenges and competition in PE.

## **Music - Charanga scheme: Exploring rhythm patterns**

In this unit children will learn that listening is very important. They will learn that they can listen with their eyes and ears and they can also feel sound in their body through a variety of music genres. Children will find and keep a steady beat, repeat, create, and write rhythm patterns.

Social Question: How Does Music Help Us to Understand Our Neighbours?

Musical Learning: Understand that an ostinato is a repeated pattern. Copy and create simple rhythm patterns

## Home Learning Opportunities

- Homework is given out every Friday and is to be returned by Wednesday
- Practising reading and phonics sounds everyday has the most impact on learning. 3 or more reads at home a week earn a raffle ticket to enter a book prize draw
- Use the programmes Phonics Bug, Numbots and MyMaths to engage with extra reading and number activities
- Please bring your reading book and record into school every day
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- Children will also take home a book that they can choose independently from the school library. This can be changed on a Friday. This is a book to promote a love for reading so it can be read by the child, together with an adult or read to them
- Our PE days are **Thursday** and **Friday** - please send your child into school with a PE kit on and a red jumper/cardigan over the top so they look smart for the whole day

