

# Year 1 Spring 1: Incredible Inventors

## Curriculum connections

### 1 English

Retell a familiar story through the use of drama, role play, thought tapping and story mapping.

### 1

Rewrite a familiar story.

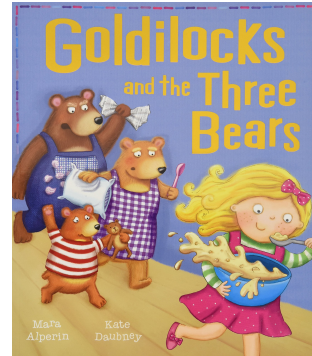
Write a letter from Goldilocks apologising for breaking the chair.

Create a fact file about Thomas Edison or Alexander Graham Bell.

Use RWI sounds to segment and blend new and unknown words.

Increase legibility, consistency and quality of handwriting.

Learn age appropriate spelling rules.



### 1 Maths

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals. Count in multiples of 2s, 5s and 10s.

Recognise and know the value of different denominations of coins and notes.

Read, write and interpret mathematical statements involving addition, subtraction and equals signs.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Recognise and name common 2-D and 3-D shapes.

### 1 History

Understand why people become inventors.

Know how inventions have affected our lives.

Know how inventions have been improved and developed over time.

Research significant inventors e.g. Thomas Edison and Alexander Graham Bell.

Compare the inventions of the telephone and the television.

Explore and research how the Tube has helped Londoners.

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### D&T

Plan, make and evaluate a chair to take the weight of a toy bear.

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Understand what a free standing structure is.

Explore freestanding structures in our local environment.

Explore making free standing structures and incorporate different structures into a design.

Use practical skills to create a structure.

Evaluate the final product.



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### Science

#### **Snap science: Plant Detectives**

Identify and name, describe and compare a variety of trees in the local environment.

Observe and describe changes to plants over time.

Describe and compare the root systems of a variety of familiar plants.

Compare a variety of familiar flowering plants and group them according to the similarities in their flowers.

Observe plants, leaves and flowers closely and draw them.

Write to a pen friend at Hazelbury Primary school detailing how plants are growing and ask scientific questions.

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### RE

#### **Judaism**

Answer the big question; "What is it like to grow up as part of a Jewish family?"

To understand what Shabbat is.

Know how Jewish families celebrate Shabbat.

Understand why Jews keep Shabbat as a special time for God.

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### Computing

#### **Kapow ICT: Algorithms Unplugged**

Understand how to create algorithms.

Learn that computers need to be presented in a simple and clear way.

Understand how to break a computational thinking problem into smaller parts in order to solve it.

E-Safety.

### PE

#### **Gymnastics**

· Travelling

#### **Developing Partner**

#### **Work**

· Basketball  
· Developing ball skills

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### Music

Learn how music can be used to tell a story.

Identify contrasts of fast and slow, loud and quiet, leading to a performance.

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### PSHE

To set simple goals.

To understand how to work well with a partner.

Identify obstacles which make it more difficult to achieve new challenges and work out how to overcome them.

Discuss feelings of completing a challenge.

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### Spanish

#### **¡Vamos a celebrarlo!**

Celebration of a special occasion.

Months and month of their birthday.