

# Year 1 Spring 2: Our Local Environment

## Curriculum connections

### English

1

Retell a familiar narrative through the use of drama, role play, Talk for Writing strategy and story mapping.

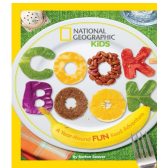
Innovate and rewrite an adventure narrative based on the story Supertato.

The language focus this half term will include adjectives, conjunctions, varied sentence starters and using longer words from our RWI scheme.

Explore recipes and write instructions.

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

Increase legibility, consistency and quality of handwriting.  
Learn age appropriate spelling rules.



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### Maths

Use the language of equal to, more than, less than, most, least. Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

e.g.  $17 = \square - 9$ .

Solve one-step problems involving multiplications using concrete objects, pictorial representations and arrays.

Solve one-step problems involving division, using concrete objects, pictorial representations and arrays.

Measure and begin to record lengths/heights.

Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.

### Geography

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Create a map of the children's local area noting important landmarks such as: school, shops, hospital and doctors.

Develop knowledge about the United Kingdom and their locality.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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### D&T

Design, make and evaluate a fruit feast.

Research and describe a variety of fruits.

Experiment with a range of utensils to grate, peel and cut fruit.

Create a recipe card



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### Science

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#### Plants:

Identify and describe the basic structure of a variety of common flowering plants, including trees.  
Identify and name, describe and compare a variety of trees in the local environment.

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Observe and describe changes to plants that take place over time.  
Describe root systems of familiar plants.  
Compare a variety of familiar flowering plants and group them according to the similarities in their flower.  
Identify, name, describe and compare a variety of familiar wild plants in the local environment.  
Identify a variety of vegetable and fruit crops, and use them creatively to make salads.  
Observe, describe and compare the changing seasons of the year.

### RE

#### Hinduism

Answer the big question; "How do Hindus learn about God's love, power and forgiveness?"  
Know that Krishna is very special to Hindus.  
Explore festival celebrations of Holi.  
Children learn about God and about belonging to the Hindu community.

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### Computing

#### Kapow ICT: Digital Imagery

Taking and manipulating digital photographs, including adding images found via a search engine.  
Using technology purposefully to create, organise, store, manipulate and retrieve digital content.  
Knowing what to do if they have concerns about content or contact online.  
Using logical reasoning to predict the behaviour of simple programs.  
Using cameras or tablets to take photos.  
E-Safety

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### PE

#### Dance

Exploring pattern and pathways to develop simple dances.

#### Developing Partner Work

Tag Rugby  
Handball

### Music

Music appreciation through music assemblies.

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### PSHE

Celebrating difference:

Identify similarities and differences between people in my class.

Identifying what bullying is and who I can talk to if I am feeling bullied, unhappy or unsafe.

Learn ways to make new friends.

Learn ways to talk about how I am the same or different from my friends.

### Spanish

#### ¡Vamos a celebrarlo!

Celebration of a special occasion.

Months and month of their birthday.

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### Supporting children after school closure

This half term, the content in the curriculum map may be delivered through face-to-face lessons and/or remote learning on the Google Classroom, depending on pupil circumstance.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered, through the teaching of PSHE using the JIGSAW curriculum and circle times, to acknowledge pupils' experiences during school closure, address possible concerns and support the rebuilding of relationships and social engagement.

Effective assessment for learning will ensure pupils make accelerated progress, particularly the most disadvantaged, and we will continue to build on our successes through the National Tutoring Programme (NTP). This programme provides additional support to schools to help pupils whose education has been most affected by school closures and to provide a longer-term contribution to pupil's overall attainment.