







Teversham Church of England Primary School




Curriculum Plans Spring 2025 - Hummingbird Class Year 1




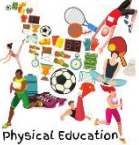


Marble Treats: A film in pyjamas with our teddies

Learning will include:

<p>English</p> 	<ul style="list-style-type: none"> • Modern Fiction – The Snail and the Whale and Beegu • Letter Writing – The Day the Crayons Quit • Non-fiction writing – Non Chronological reports (animals) • Basic Skills: adjectives, verbs, lists, captions, headings, capital letters, full stops
<p>Maths</p> 	<ul style="list-style-type: none"> • Addition and subtraction on a number line • Fractions • Measurements- Weight and Mass • Measurements – Time • Money
<p>Science</p> 	<p>Scientific work: Observe closely – use equipment and perform simple tests, gather and record data, ask and answer simple questions</p> <p>Animals including Humans: To be able to...</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Seasons: To be able to: Observe changes across the four seasons. This term we will be looking at Winter and later at Spring.</p>
<p>Religious Education</p> 	<p>This term in RE we will be looking at two religions, Judaism and Christianity. In each unit we will be looking at a key aspect of each faith and some of their common practices. Some of the key questions that we will be considering are...</p> <p>Judaism – What do Jewish people believe? How is this different to what Christians believe? Why do Jewish families say so many prayers and blessings?</p> <p>Christianity- What did Jesus teach about God-Parables What is a parable-engage</p>

	<p>What Jesus wants to say about God in this parable The Christian idea of God as 'Father' in the Biblical Narrative Explore- how ideas about God are passed on in the Christian community Explore- passing on ideas about God in Christian living</p>
<p>History</p> 	<p>During the first half of term we will be looking at the Great Fire of London To begin to tell and re-tell the story of the Great Fire of London. To sequence the events of the Great Fire of London. To understand why the Great Fire of London started. To know how the Great Fire was able to spread and what made it stop. To begin to understand how we can learn about the past. To identify the consequences the Great Fire of London had.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
<p>Geography</p> 	<p>In the second half of the term we will be looking at where we work: To understand what work is. To search for places of work in Teversham To identify jobs in our area To understand what people do for work in our capital city To identify jobs in mountainous areas To know that the UK manufactures goods</p>
<p>Music</p> 	<p>Our music learning will, in the first half of term, will continue to explore music of the British Isles and will later link to their history topic 'The Great Fire of London'. We will sing and create expressive soundscapes, to represent fire and tell the story. In the second half of term they will be 'painting pictures with music', taking inspiration from Mussorgsky's 'Pictures at an Exhibition'.</p> <p>Perform: Take part in singing. Follow instructions on how and when to play instruments. Make and control sounds and pitch.</p> <p>Compose: Make a mixture of different sounds. Create sequences of sounds and rhythms. Combine sounds for effect.</p> <p>Transcribe: Use symbols to represents rhythms and sounds.</p> <p>Describe: Identify the beat of a tune and recognise when the dynamics, timbre or pitch changes.</p>

<p>Art and Design</p> 	<p>Paint: Secondary and Tertiary colours Artist: Yayoi Kusama About this unit: This unit builds on the primary colour mixing in EYFS. In this unit children will refresh mixing primary colours to create secondary colours in their sketch books. They will then experiment with creating tertiary colours by mixing primary colours together.</p>
<p>Design and Technology</p> 	<p>Food: To make design and produce a fruit salad Skills:</p> <ul style="list-style-type: none"> • Design their own fruit salad using a variety of different fruit • Learn about basic hygiene skills and how to prepare food safely • At the end of the process children to evaluate their work and compare it to their original design.
<p>Computing</p> 	<p>Digital painting-how can we paint using computers Using shapes and lines Making careful choices Why did I choose that Painting all be myself Comparing computer art and painting</p>
<p>Physical Education</p> 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Movement: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progression. • Social: sharing, working safely. • Emotional: confidence. • Thinking: observing and providing feedback, selecting and applying actions <p>Dance:</p> <ul style="list-style-type: none"> • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts. • Show an awareness of how different rhythms will affect the speed of movement. • Hold a position whilst balancing on different points of the body. <p>Games:</p> <ul style="list-style-type: none"> • Moving safely around others and finding space, • Throwing, catching and using the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination.

PSHE



Personal Safety

To be able to name a risky situation and suggest ways of reducing risk

To be able to name some emotions people might feel in a risky situation

To understand the importance of knowing their full name and address

Recognise people who might help them in a risky situation

Understand what is meant by an emergency and know ways they and others might help in one.

Healthy Lifestyles-Digital Lifestyles

Examples of ways we use technology and the benefits of using them.

People's identities online.

Risky situations online.

My name, address and phone number and when might I give them?

Risks of getting lost and how I can get help.

How can I stop simple accidents from happening and get help?

Conflict and resolution

Whole School Collective Worship Themes for Spring Term 2025



This term we will be covering the values of **Peace, Courage, Justice and Humility**, through stories from the Bible and examples from inspirational people both present and past. We will begin by exploring the meaning of peace, considering how we can each find peace in our busy lives. With a link to our PSHE work on resolving conflicts, we will explore how we can all be peacemakers in our school community.

“Blessed are the peacemakers, for they shall be called children of God.” Matthew 5:9

In the second half term, our focus will be on justice and humility. We will explore local and global issues of justice; consider God's ideas of justice, his generous love for us all and goodness being stronger than evil as we approach Eastertime and remind ourselves of what happened to Jesus.

“Learn to do right. Seek justice.” Isaiah 1:17

We will also consider how we can show humility, being humble heroes who care and think of others. We will learn about how Christians believe that Jesus is a 'Servant King' – one who both showcased and valued humility. Our Wednesday Worship will continue to be led by clergy from our Parish Church and Christ the Redeemer church and we are very grateful for their ongoing support.

We love because he first loved us. 1 John 4 v 19