



# Teversham Church of England Primary School




## Curriculum Plans Spring 2026 - Hummingbird Class Year 1












**Enrichment: DT: Making fruit salads, trip to Kettles Yard**

**Marble Treat: Movie and popcorn**

**Learning will include:**

<p><b>English</b></p> 	<ul style="list-style-type: none"> <li>• Modern Fiction – The Snail and the Whale and Beegu</li> <li>• Letter Writing – The Day the Crayons Quit</li> <li>• Non-fiction writing – Non-Chronological reports (animals)</li> <li>• Basic Skills: adjectives, verbs, lists, captions, headings, capital letters, full stops</li> </ul>
<p><b>Maths</b></p> 	<ul style="list-style-type: none"> <li>• Addition and subtraction on a number line</li> <li>• Fractions</li> <li>• Measurements- Weight and Mass</li> <li>• Measurements – Time</li> <li>• Money</li> <li>• Position and Direction</li> </ul>
<p><b>Science</b></p> 	<p><b>Scientific work: We will be building on the units started last term.</b> We are learning to observe closely – use equipment and perform simple tests, gather and record data, ask and answer simple questions</p> <p><b>Animals including Humans: To be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Materials: To be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of every day materials.</li> <li>• Compare and group together a variety of every day materials on the basis of their simple physical properties.</li> <li>• Distinguish between an object and the material from which it is made.</li> </ul> <p><b>Seasons: To be able to:</b> Observe changes across the four seasons. This term we will be looking at Winter and later at Spring.</p>
<p><b>Religious Education</b></p>	<p>What did Jesus teach about God in his parables?</p> <ul style="list-style-type: none"> <li>• Engage with the concept of teaching in parables</li> </ul>

	<ul style="list-style-type: none"> <li>• Recall and recount the parable of the Lost Sheep</li> <li>• Use drama to act out some parables</li> <li>• Understand that these stories are special to Christians.</li> </ul> <p>Why do Christians pray to God and worship him?</p> <ul style="list-style-type: none"> <li>• Engage with the idea of being thankful.</li> <li>• To think about what there is to find out about Christian prayer and worship.</li> <li>• To explore what the Bible says about Jesus teaching his followers to pray.</li> </ul>
<p><b>History</b></p> 	<p><b>During the first half term we will be looking at the Great Fire of London as an event beyond living memory.</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• 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.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>
<p><b>Geography</b></p> 	<p><b>In the second half of the term we will be looking at Where We Work.</b></p> <p>We will be investigating</p> <ul style="list-style-type: none"> <li>• What is work?</li> <li>• What work do people do in Teversham?</li> <li>• What work do people do in central London?</li> <li>• What jobs do people do in mountainous areas?</li> <li>• Made in the UK</li> </ul>
<p><b>Music</b></p> 	<p>Music this term will be linked to their history topic – the Great Fire of London, and then later inspired by Mussorgsky’s ‘Pictures at an Exhibition’. The children will, over the term, take part in singing, follow instructions on how and when to play instruments, make and control sounds, create sequences of sounds and rhythms, combine sounds for effect, use symbols to represent rhythms and sounds, identify the beat of a tune and recognise when the dynamics, timbre or pitch changes.</p>
<p><b>Art and Design</b></p> 	<p><b>Paint:</b> Secondary and Tertiary colours</p> <p><b>Artist:</b> Yayoi Kusama</p> <p>This unit builds on the primary colour mixing in EYFS.</p> <p>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 and secondary colours together.</p>

<p><b>Design and Technology</b></p> 	<p><b>Food:</b> To make design and produce a fruit salad</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Design their own fruit salad using a variety of different fruit</li> <li>• Learn about basic hygiene skills and how to prepare food safely</li> <li>• At the end of the process children to evaluate their work and compare it to their original design.</li> </ul>
<p><b>Computing</b></p> 	<p><b>Digital Painting</b> How can we paint using computers? Using shape and lines Making careful choices Why did I choose that? Painting all by myself Comparing computer art and painting</p> <p><b>Moving a robot</b> Buttons, Directions, Forwards and backwards, Four directions, Getting there, Routes</p>
<p><b>Physical Education</b></p> 	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Movement: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progression.</li> <li>• Social: sharing, working safely.</li> <li>• Emotional: confidence.</li> <li>• Thinking: observing and providing feedback, selecting and applying actions</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Moving safely around others and finding space,</li> <li>• Throwing, catching and using the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>
<p><b>PSHE</b></p> 	<p><b>Personal Safety</b> 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.</p> <p><b>Healthy Lifestyles-Digital Lifestyles</b> 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?</p>

**Whole School Collective Worship Themes for Spring Term 2026**



*"I can do all things through Christ who strengthens me." Philippians 4 verse 13*

Our value for the first half term is **perseverance**. We will be thinking about our goals for the year and how we can stick with them to achieve, even when things seem difficult. *"Fall seven times. Stand up eight." Japanese proverb.*

We will consider how perseverance helps us in the "race of life", understanding that hard things take time and can be achieved by taking one small step at a time.

*"Let us run with perseverance the race that lies before us. Let us keep our eyes fixed on Jesus, on whom our faith depends from beginning to end." Hebrews 12:1-2*

In the second half of the term we will explore the value of **forgiveness**, considering the loving community we have at Teversham and how forgiveness of ourselves and one another is central to the way we grow. *"We love because He first loved us." 1 John 4:19. "Just as the Lord has forgiven you, so you must also forgive others". Colossians 3:13*

We will consider the cross as symbol of forgiveness.

We will also be covering important events in the Church Calendar, including Epiphany, Shrove Tuesday, Lent, Mother's Day, Palm Sunday and Holy Week, Good Friday and Easter.

We are very grateful for our local clergy and ministers who lead our worship each Wednesday. This term, Rev Nick Moir, vicar of Teversham Parish Church, Sharon Byrne, curate of Teversham Parish Church, Steve Mason, minister of Hope Church, and Danny Driver, vicar of Christ the Redeemer, will be leading us in continuing our exploration of parables from the Gospel of Luke and the key stories of Jesus leading up to the Easter events.