



# Rotherhithe Primary School Half Termly Curriculum Plan 2023-24

Year 1

Spring 1 – Toys (Non Fiction)						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	Lost in the Toy Museum David Lucas	Toys and games Sarah Ridley	A bear called Paddington Micheal Bond	Dogger Shirley Hughes	Old Toys, Homes in the Past	Where's Woody? Kirsten L Depken
Guided Reading	<p>Learning Poetry by heart</p> <p><b>Phonics:</b></p> <p>Teaching phonics assessed to RWI programme. Phonics groups set to assessments made at the end of Autumn 2 Term. RWI books to be sent home. Decodable phonics books to be used in guided reading sessions</p>					
Writing	<p><b><u>Non-Fiction Unit – Toys</u></b></p> <p>To labels toys. To design a toy museum. To design an invitation to the toy museum. To design a poster to the toy museum.</p>	<p><b><u>Non-Fiction Unit – Toys</u></b></p> <p>To generate questions about toys. To write a non-fiction page about different types of toys (4 days)</p>	<p><b><u>Non-Fiction Unit – Toys</u></b></p> <p>To write a non - fiction book about toys</p>	<p><b><u>Non-Fiction Unit – Toys</u></b></p> <p>To write about a toy museum. To retell the story 'Lost in the Toy Museum'.</p>	<p><b><u>Non-Fiction Unit – Toys</u></b></p> <p>To retell the story 'Where's my teddy' (orally). To plan a recount of the story.</p>	<p><b><u>Non-Fiction Unit – Toys</u></b></p> <p>To recount the story 'Where's my Teddy'</p>
Maths	<p><u>Unit 6 Time</u></p> <p>Tell the time to the hour and half-past the hour;</p>	<p><u>Unit 6 Time</u></p> <p>To solve practical problems for time.</p>	<p><u>Unit 7 Exploring calculation strategies within 20</u></p> <p>Represent and use number bonds;</p>	<p><u>Unit 7 Calculation Strategies</u></p> <p>use concrete and pictorial representation to solve one-step problems</p>	<p><u>Unit 8 Numbers to 50</u></p> <p>Count, read, write, identify, represent in numerals and words;</p>	<p><u>Unit 8 Numbers to 50</u></p> <p>To recognise place value.</p>
Science	<p><b><u>Exploring Everyday Materials 1</u></b></p> <p>L1 To identify and name a variety of everyday Materials.</p>	<p><b><u>Exploring Everyday Materials 1</u></b></p> <p>L2 To distinguish between an object and the material it is made from.</p>	<p><b><u>Exploring Everyday Materials 1</u></b></p> <p>L3 To describe the properties of everyday materials.</p>	<p><b><u>Exploring Everyday Materials 1</u></b></p> <p>L4 To identify objects that are natural and those that are manmade.</p>	<p><b><u>Exploring Everyday Materials 1</u></b></p> <p>L5 To predict and identify if an object will float or sink.</p>	<p><b><u>Exploring Everyday Materials 1</u></b></p> <p>L6 To explore which materials are best for different objects.</p>



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History	<b>Toys then and now</b> To find out about toys today and to explain how we can find out about toys from the past.	<b>Toys then and now</b> To use sources to find out about toys from the past	<b>Toys then and now</b> To compare similar toys from different times	<b>Toys then and now</b> To compare Victorian toys with modern toys.	<b>Toys then and now</b> To recognize how toys have changed over time.	<b>Toys then and now</b> To use words relating to the passing of time.
ICT	<b>Programming</b> <u>Lesson 1: Buttons</u> To explain what a given command will do.	<b>Programming</b> <u>Lesson 2: Directions</u> To act out a given word.	<b>Programming</b> <u>Lesson 3: Forwards and Backwards</u> To combine 'forwards' and 'backwards' commands to make a sequence.	<b>Programming</b> <u>Lesson 4: Four Directions</u> To combine four direction commands to make sequences.	<b>Programming</b> <u>Lesson 5: Getting there</u> To plan a simple program.	<b>Programming</b> <u>Lesson 6: Routes</u> To find more than one solution to a problem.
RE	<b>RE focus: Hinduism</b> How do Hindu people show they belong?	<b>RE focus: Hinduism</b> What is Hinduism?	<b>RE focus: Hinduism</b> How do children show they belong to Hinduism?	<b>RE focus: Hinduism</b> To understand what Karma means to Hindus	<b>RE focus: Hinduism</b> To learn about the Hindu gods.	<b>RE focus: Hinduism</b> Consolidation
Music	<b><u>The long and the short of it</u></b>					
	<b>Unit Aim:</b> To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.					
	To understand that some instruments make long sounds, some make short sounds and some can make either	To follow a plan to play a piece with a partner with long and short sounds	To use long and short sounds to make an interesting sequence of sounds	To recognise long and short sounds in recorded music	To play instruments in a song and recognise which play long and short sounds	To play instruments in a song and recognise which play long and short sounds
Art & Technology	<b><u>Painting and Mixed Media</u></b> To investigate how to mix secondary colours.	<b><u>Painting and Mixed Media</u></b> To apply knowledge of colour mixing when painting	<b><u>Painting and Mixed Media</u></b> To explore colour when printing	<b><u>Painting and Mixed Media</u></b> To experiment with paint mixing to make a range of secondary colours	<b><u>Painting and Mixed Media</u></b> To apply their painting skills when working in the style of an artist	Design and make a toy – Sustainable art
PSHE	<b><u>Dreams and Goals</u></b> I can set simple goals.	<b><u>Dreams and Goals</u></b> I can set a goal and work out how to achieve it.	<b><u>Dreams and Goals</u></b> I understand how to work well with a partner.	<b><u>Dreams and Goals</u></b> I can tackle a new challenge and understand this might stretch my learning.	<b><u>Dreams and Goals</u></b> I can identify obstacles which make it more difficult to achieve my new challenge and can work out	<b><u>Dreams and Goals</u></b> I can tell you how I felt when I succeeded in a new challenge.



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					how to overcome them	
PE Coach	Specialist teacher <b><u>Gymnastics</u></b> Feedback Analysis Technique	Specialist teacher <b><u>Gymnastics</u></b> Feedback Analysis Technique	Specialist teacher <b><u>Gymnastics</u></b> Feedback Analysis Technique	Specialist teacher <b><u>Gymnastics</u></b> Feedback Analysis Technique	Specialist teacher <b><u>Gymnastics</u></b> Feedback Analysis Technique	Specialist teacher <b><u>Gymnastics</u></b> Feedback Analysis Technique
PE Teacher	<u>Multi Skills</u> Coordination Agility Master basic movements such as throwing and catching					