



Rotherhithe Primary School Half Termly Curriculum Plan 2023-24 Year 1

Spring 2 - Traditional Tales						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Subject	Rumpelstiltskin	Rumpelstiltskin	Rumpelstiltskin	Rumpelstiltskin	The Enormous Turnip	The Enormous Turnip
Read aloud text:	Fairy Tales from children.	Fairy Tales from children.	Fairy Tales from children.	Fairy Tales from children.	Fairy Tales from children.	Fairy Tales from children.
Guided Reading/Phonics	Learning Poetry by heart Phonics: Teaching phonics assessed to RWI programme. Phonics groups set to assessments made at the end of Spring 1 term. RWI books to be sent home. Decodable phonics books to be used in guided reading sessions					
Writing	To write clues and riddles about Fairy Tales To recognise features of fairy tales.	To write key parts of speech. To write the first page of Rumpelstiltskin. To write thought bubbles.	To write a character description. To write dialogue between two characters.	To write the story Rumpelstiltskin.	To discuss morals of fairytales. To write speech between characters.	To write a fairytale (extended write)
Maths	Unit 8 Numbers to 50 Represent a 2 digit number, compare and order numbers to 50 using place value, counting in twos and fives.	Unit 9 Adding and Subtracting numbers to 50 Represent and use numberbonds; read, write, interpret and solve one- step problems.	Unit 9 Adding and Subtracting numbers to 50 Represent and use numberbonds; read, write, interpret and solve one- step problems.	Unit 10 Fractions Recognise, find and name a half and a quarter as one of two or four equal parts respectively.	Unit 10 Fractions Recognise, find and name a half and a quarter as one of two or four equal parts respectively.	Unit 11 Measures (1): Length and weight Compare, describe, measure, record and solve practical problems.
Science	<u>Exploring Everyday Materials: 2</u> L1 To build a structure strong enough to withstand wind.	<u>Exploring Everyday Materials: 2</u> L2 To build a waterproof structure.	<u>Exploring Everyday Materials: 2</u> L3 To understand the properties of glass and its uses.	<u>Exploring Everyday Materials: 2</u> L4 To understand that materials are used to create a variety of furniture.	<u>Exploring Everyday Materials: 2</u> L5 To explore a variety of fabrics and understand their different properties.	<u>Exploring Everyday Materials: 2</u> L6 To explain the uses of materials and why they are suitable.
Geography	<u>What is the weather like in the UK?</u> Where is the UK? – To locate the four countries in the UK.	<u>What is the weather like in the UK?</u> What are the four seasons? – To identify the four seasons.	<u>What is the weather like in the UK?</u> What are the compass directions? – To identify the four compass directions.	<u>What is the weather like in the UK?</u> What is the weather like today? - To investigate daily weather patterns.	<u>What is the weather like in the UK?</u> Is the weather the same everywhere in the UK? – To identify weather patterns in the UK.	<u>What is the weather like in the UK?</u> How do people prepare for the weather? – To understand how the weather changes with each season.



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History	LGBTQ+ Month Activities					
ICT	<p style="text-align: center;"><u>Data and information</u> Grouping data</p> <p style="text-align: center;">Use technology purposefully to create, organize, store, manipulate and retrieve digital content</p>					
	<p>Data and Information Lesson 1: To label objects.</p>	<p>Data and Information Lesson 2: To identify that objects can be counted.</p>	<p>Data and Information Lesson 3: To describe objects in different ways.</p>	<p>Data and Information Lesson 4: To count objects with the same properties.</p>	<p>Data and Information Lesson 5: To compare groups of objects.</p>	<p>Data and Information Lesson 6: To answer questions about groups of objects.</p>
RE	<p><u>Islam</u> Who was Muhammad?</p>	<p><u>Islam</u> Which objects are special for Muslims?</p>	<p><u>Islam</u> How do Muslims show they belong?</p>	<p><u>Islam</u> Celebrations</p>	<p><u>Islam</u> To understand what each of the five pillars mean.</p>	
Music	<p style="text-align: center;">The long and the short of it</p> <p>Unit Aim: To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</p>					
	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	<p><u>Design and Technology – Wheels and Axels</u></p> <p>Lesson 1 How do wheels move?</p>	<p><u>Design and Technology – Wheels and Axels</u></p> <p>Lesson 2 Fixing broken wheels.</p>	LGBTQ+ Month ART	<p><u>Design and Technology – Wheels and Axels</u></p> <p>Lesson 3 Designing a vehicle</p>	<p><u>Design and Technology – Wheels and Axels</u></p> <p>Lesson 4 Wacky Races</p>	<p><u>Art</u></p> <p>Easter Art</p>
PSHE/Jigsaw	<p style="text-align: center;">Jigsaw – Unit 4 – Healthy me</p> <p style="text-align: center;">In this unit the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p>					
PE	<p>PE Coach Invasion skills Resilience Physical ability Confidence</p>	<p>PE Coach Invasion skills Resilience Physical ability Confidence</p>	<p>PE Coach Invasion skills Resilience Physical ability Confidence</p>	<p>PE Coach Invasion skills Resilience Physical ability Confidence</p>	<p>PE Coach Invasion skills Resilience Physical ability Confidence</p>	<p>PE Coach Invasion skills Resilience Physical ability Confidence</p>
Year 1 – Dance - Perform dances using simple movement patterns						