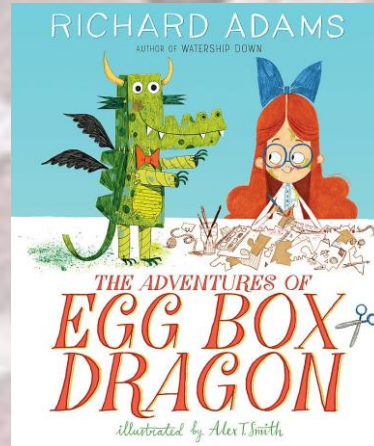




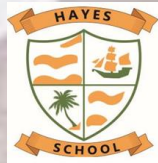
Be all you can be
Hayes School

Year 1 Curriculum Plan: Spring 1 2024

The Big Question:
Why is it important to help each other?



Responsibility Success Aspirations Resilience Discovery Friendship



Be all you can be
Hayes School

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: All children will live fulfilling and happy lives, being all they can be.

The Big Questions

The Big Questions:

Why is it important to help people?

What is empathy and how can it help others?

How can we help each other achieve our goals?

Art Questions:

What is sculpture?

Do we know of any sculptures?

Which material could we use to make our own sculpture?

DT Questions

What is a design?

How can we use the mechanisms of levers and sliders to help design our dragon picture ?

What skills and equipment will I need to use to make a mechanism ?

What is an evaluation? How can we evaluate?

Early Reading

At Hayes we strive to ensure that all children become confident and competent readers, as well as developing a life-long love of reading.

Through a rigorous daily phonics programme, all children develop their word reading and comprehension skills which they apply across the curriculum. We also aim to develop children's vocabulary to allow them to understand and make ambitious word choices.

As a parent/carer you play an important role in this journey and are actively encouraged to help and support along the way.



Be all you can be
Hayes School

Year 1: Spring 1 2024

ENGLISH

During this half term we will be enjoying the story of The Adventures of the Egg Box Dragon. We will create our very own Egg Box Dragon and write a set of instructions on how to make it. When we do this we will be using instructional language ,such as imperative verbs and time openers. After that we will look at one section of the book and explore the sentence structure that it follows.We will discover how nouns, verbs and adjectives can all be used to construct grammatically accurate sentences and then how punctuation ,such as full stops,question and exclamation marks can make sure they are written correctly. Finally,using 'Talk for Writing' strategies , we will create our on version of that section of the story.

MATHS

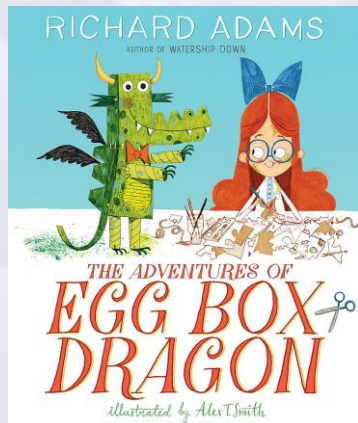
After developing a deeper knowledge of number to 10 in the Autumn term, the children will be extending this learning to numbers to 20 this half term. Children will learn to count forwards and backwards from any given number and will apply this when solving number operations. We will then move onto bringing the children's new knowledge of place value to 20 into addition and subtraction within 20. They will use a variety of representations, such as tens frames, part-whole models, number bars and number lines and will use these for addition and subtraction problems. Children will also compare numbers using the language of: equal to, more than, less than (fewer), most, and least.

English: Texts

Main Text:

The Adventures of Egg Box Dragon by Richard Adams.

This is a mischievous tale Of an Egg Box Dragon... Whatever you've lost, Egg Box Dragon will find it. He's retrieved missing footballs, glasses and watches aplenty. He's so expert at cracking mysteries that the Queen herself requests his services. Will Egg Box Dragon find the missing diamond from the Queen's crown?

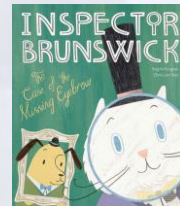


Supporting Texts:

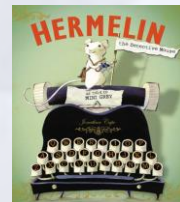
**Pigeon P.I.
by Meg McLaren**



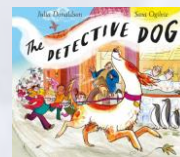
**Inspector Brunswick: The Case of the Missing Eyebrow
by Angela Keoghan and Chris Lam Sam**



**Hermelin: The Detective Mouse
by Mini Grey**



**The Detective Dog
by Julia Donaldson and Sarah Ogilvie**



ART vocabulary

Know words



clay

a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics



play dough

a soft substance like clay that is made in different colors, used by children for making models

Grow words



material

the matter from which a thing is or can be made



sculpture

the art of making three dimensional representative or abstract forms



sculptor

an artist who makes sculptures



rolling

moving by turning over and over on an axis



kneading

massage, work or squeeze with the hands



shaping

give a particular shape or form to

Show off words



malleable

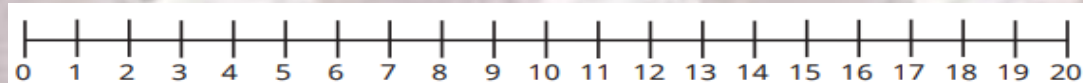
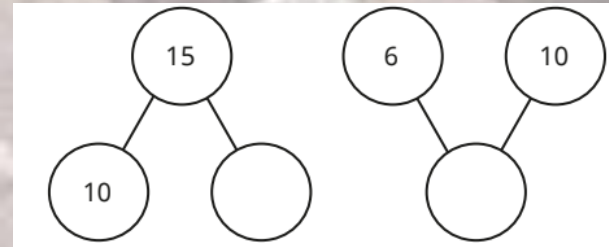
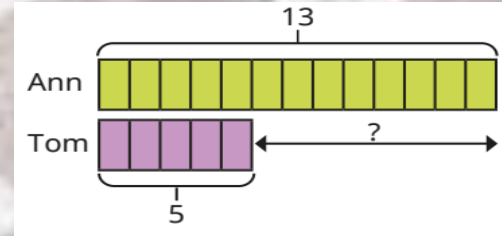
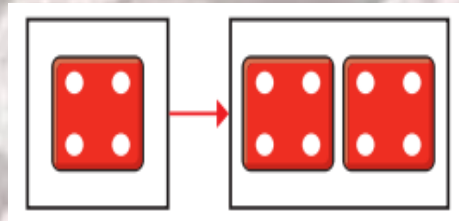
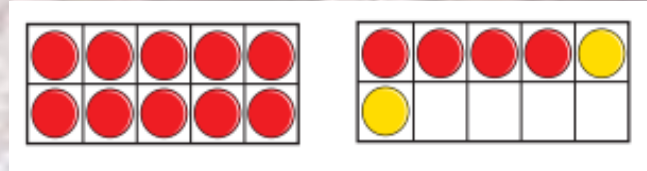
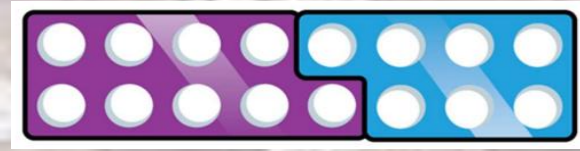
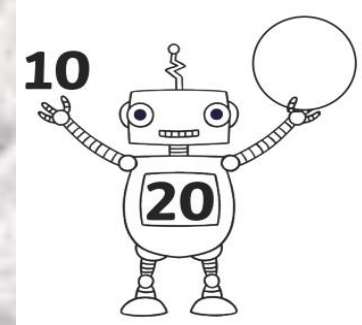
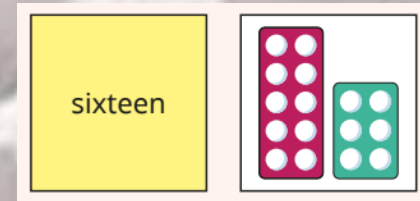
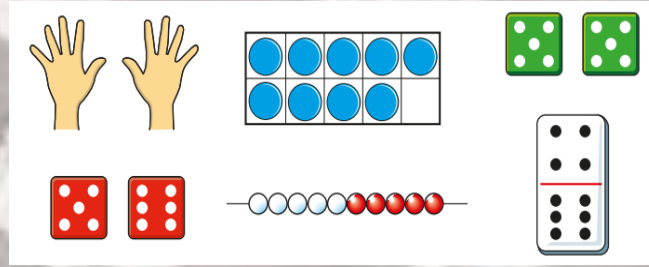
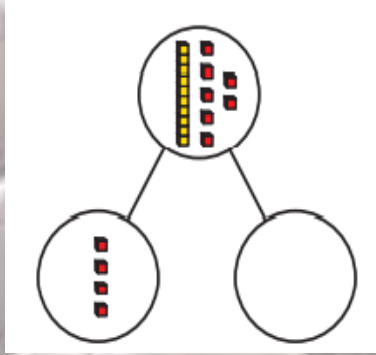
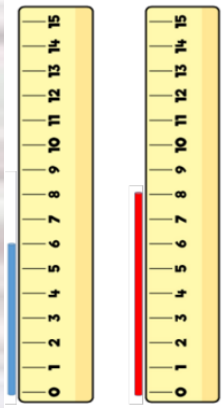
able to be pressed, pushed or squeezed into shape without breaking or cracking



construct

Build or make

Maths: Models and Images





Be all you can be
Hayes School

Year 1: Spring 1 2024

Driver Subject: Art

The children will be introduced to the word 'sculpture' and find out what it means. They will then look at the work of some well known sculptors and discuss how they make their work. Using play dough, the children will have the opportunity to explore sculpting using rolling, kneading and shaping to manipulate their material to achieve an outcome. The children will then have the opportunity to produce their own clay sculpture, based on the Egg Box Dragon. Finally, the children will evaluate their sculptures, describing what they did and how they may improve it if they were to make it again.

Supporting Driver Subject: DT

We will have the opportunity to make our own moving dragon pictures, inspired by Egg Box Dragon. We will investigate the mechanism of sliders and levers through a number of examples. We will then incorporate them into a simple design and discuss each design's practicalities and potential. After that we will make our moving pictures using card, masking tape, split pins and other materials. Finally we will evaluate our final product and discuss the finishing techniques that we might have used e.g. using digital text and graphics, paint, felt tipped pens or collage.



Be all you can be
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Year 1: Spring 1 2024

SCIENCE: Everyday Materials:

In this unit, the children will explore different materials and sort them into groups, thinking carefully about the materials and their properties. They will play games in pairs with items from the classroom, before writing songs based on their properties! We will sing the songs together at the end of the session!

The children will get to play with magnets and explore their properties, discovering what is attracted to them and why. We will create games together using the magnets and metal objects in the classroom.

The children will also consider what it would be like if the tables were made of jelly or the chairs were made out of chocolate! As a class, we will then recreate the story of the three little pigs and predict what will happen to their houses, as well as what may have happened had they chosen other materials.

COMPUTING: Lego builders and Maze Explorers

The children will continue to build their understanding of how to create a set of instructions (algorithm). They will follow and create simple instructions on the computer, as well as consider how the order of instructions may affect the result.

The children will then begin to understand the functionality of the basic direction keys and will use the additional direction keys as part of their algorithms. This will enable the children to create a longer algorithm for an activity.

We will ensure that we also provide opportunities for the children to set challenges for each other.



Be all you can be
Hayes School

Year 1: Spring 1 2024

R.E.:Who is Jewish and how do they live?

This term we will be looking at the festivals of Sukkot and Chanukah. We will then look at how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.

PSHE/SRE:

A problem solved is a problem halved:We will discover the benefits of sharing a problem.

Getting your sleep:We will find out what is the right amount of sleep and the impact that sleep has on us.

Being mindful:We will find out what it means to be mindful and why being mindful is good for us.

P.E: Dance

The children will be learning how to count and perform to a beat and how to apply this to use in a dance routine. They will explore different ways of travelling to music, using steps, turns, actions and gestures and then link their movements to perform a dance sequence. The children will be expected to share ideas, take turns, work well with others and show good listening skills, creativity, focus and persistence.

MUSIC:Exploring sounds

Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. This term we will be exploring these sounds and creating our own very simple melodies.We will also discover why music makes the world a better place.