



## SPRING TERM CURRICULUM PLAN

## YEAR GROUP 1

<p><b>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</b></p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p><b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b></p>	<p>Our curriculum is <b>cohesive</b> across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is <b>creative</b>, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is <b>collaborative</b>. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider us of the environment for this term.</p>	
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<p align="center"><b>SCIENCE</b></p>		
<p align="center">Skills as a Scientist</p>	<p align="center">Substantive knowledge</p>	<p align="center">Vocabulary</p>
<p>I can observe closely, using simple equipment (incidental teaching with children's clothing for break times, Plants and hygiene topic).</p> <p>I can perform simple tests. (which material would be best for a window?, when washing hands)</p> <p>I can identify and classify (plant hunt activity, animal characteristics, animals diet activity)</p> <p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data (using a table format) to help me answer questions.</p>	<p><b><u>Seasonal Change</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.               <ol style="list-style-type: none"> <li>1. Know the four seasons by looking at the changes with trees, clothes and activities. What clothing changes are needed for each season? How do the plants change throughout the seasons?</li> <li>2. Classifying cut out objects/equipment to show their understanding.</li> <li>3. Observe changes across the four seasons through incidental teaching across the year and included in maths meetings.</li> </ol> </li> <li>• Observe and describe weather associated with the seasons and how day length varies. Use table information about the amount of hours in seasons and days then to create pictogram from this information.</li> </ul> <p><b>Scientist:</b> Rebecca Wood (Midlands Today weather presenter, show the children video clips of her presenting the weather. Can the children have a go at their own weather reports to be videoed?). Email her for advice on how to present the weather.</p>	<p><b><u>Seasonal Change</u></b></p> <p><b>Weather (sunny, rainy, windy, snowy etc.)</b></p> <p><b>Seasons (winter, summer, spring, autumn), Sun, sunrise, sunset, Day length</b></p>

HISTORY		
Skills as an historian	Substantive knowledge	Vocabulary
Chronological understanding Cause and consequence Sources and evidence Similarity and difference Historical interpretations	Queen Elizabeth II Royal tree from Queen Elizabeth II to now. Life as a child Living through WW" The Blitz Coronation and comparison to King Charles III	
Chronological understanding Cause and consequence Sources and evidence Historical interpretations	Stories about the past People: who are they? What did they do? Where did it happen? What did they change?	

GEOGRAPHY		
Skills as a geographer	Substantive knowledge	Vocabulary
Collecting and interpreting Analysing and communicating	Birmingham – as a case study What is a city? Physical and human features Land use – open spaces, urban space Houses Contrasting with Lichfield / Stoke Staying safe The make up of the UK	


RELIGIOUS EDUCATION		
Skills as a theologian	Substantive knowledge	Vocabulary
<b>Christianity</b>  I can talk about my friends and why I like them.	I can talk remember a story about Jesus showing friendship and talk about it. From each story extract the theme of friendship.	Friendship Jesus Zacchaeus Mary Martha

	<p>Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular.</p> <p>Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time.</p> <p>Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home.</p> <p>I can say that Jesus tried to be a good friend and was nice to people. Children should link their opinions to the bible stories they have studied above.</p>	Lazarus
<p><b><u>Christianity</u></b></p> <p>I can talk about a person I admire and reflect on why, for example, a parent or member of the royal family.</p>	<p>I can recall parts of the Easter Story, focusing on Palm Sunday. Children should be aware that many of these traditions still occur today, such as Christians still waving Palm leaves when they are on Easter Pilgrimage to Jerusalem.</p> <p>I can recognise some symbols in the Easter Story, for example, the palm cross. Children should also learn the Palm Sunday hymn, Sing Hosanna.</p> <p>I can show understanding that Jesus is special to Christians and say why.</p>	<p>Christians Easter Palm Sunday Palm cross Palm leaves Jerusalem Son of God</p>

DESIGN TECHNOLOGY		
Skills as a design and technologist	Substantive knowledge	Vocabulary
<p><b><u>Explore</u></b></p> <ul style="list-style-type: none"> <li>I can think of ideas and recognise characteristics of familiar products (puppets).</li> </ul>	<p><b><u>Explore</u></b></p> <ul style="list-style-type: none"> <li>I know what a puppet is, what forms they take and how they work.</li> <li>I know which are the best ways to combine fabric.</li> </ul> <p><b><u>Design</u></b></p>	<p>Needle Wool Decorating <b>Textiles</b> <b>Thread</b> <b>Stitch</b></p>

<ul style="list-style-type: none"> <li>• I can practice joining materials using running stitch.</li> <li>• I can explore how to join fabric.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• I can use pictures and words to describe what I want to do.</li> <li>• I can label my drawing</li> <li>• I can use a template to create a design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• I can use a number of techniques to enhance my design (adding sequins, buttons, wool).</li> <li>• I can use a thread and needle to join materials.</li> <li>• I can add detail to my puppet by joining materials with glue.</li> <li>• I can select appropriate tools to join materials using running stitch, with support.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can talk about my own and other people's work in simple terms.</li> <li>• I can describe how a product works.</li> </ul>	<ul style="list-style-type: none"> <li>- I know what I am making and which tools I am using.</li> <li>- I know what tools and equipment are used when sewing (a thread, needle and fabric).</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- I know what running stitch is and how to do it.</li> <li>- I know how to use a needle safely.</li> <li>- I know I need to look at my design to help make my puppet.</li> <li>- I know how to add detail to my puppet</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- I know what I like about my product.</li> <li>- I know what I would change.</li> <li>- I know what I like about another person's puppet.</li> <li>- I know what skills I used to make the puppet.</li> </ul>	<p><b>Marionette</b> Rod Hand Shadow</p>
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ART		
Skills as an Artist	Substantive knowledge	Vocabulary
<p><u>Drawing</u> Use lines to represent objects seen - observe and identify lines on a leaf; observational drawing using thick and fine lines. Handle, touch and give words to describe, shape, size, textures (jagged, smooth, wavy, rough,</p>	<p><u>Drawing</u> Know what life drawing is - (leaf)</p> <p><u>Painting</u> Give opinions about a shared piece of artwork, as well as my own. I can talk about the techniques used to create a piece of art.</p>	<p>Green Shades Tones Observation(al) Real life Line Light(er) Dark(er)</p>

<p>straight, curved, round, circular, oval, points, corners).</p> <p>Use a viewfinder to focus on the different parts of the leaf and isolate.</p> <p>Produce a drawing of a leaf by drawing parts using the view finder and then the whole leaf.</p> <p>Evaluate using vocab to talk about what they have produced and how they created the leaf.</p> <p><u>Painting</u> Use different tones Add white to a colour to make it lighter; add black to make it darker.</p> <p><u>Textiles (see D.T. planning)</u> Join materials using glue and/or a stitch (to make a puppet).</p>	<p>Know how to change the colour tone/shade by adding small amounts of white or black paint.</p> <p><u>Artist</u> Know that Marianne North is an artist who has used line in observational drawings/paintings.</p> 	
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COMPUTING		
Skills as a Computer scientist	Substantive knowledge	Vocabulary
<p><u>Online Safety</u></p> <p><u>Online relationships</u></p> <ul style="list-style-type: none"> <li>Give examples of when I should give permission to do something online and explain why this is important.</li> <li>Use the internet with adult support to</li> </ul>	<p><u>Online Safety</u></p> <p><u>Online relationships</u></p> <ul style="list-style-type: none"> <li>Know why it is important to be considerate and kind to others online.</li> </ul> <p><u>Programming</u></p> <ul style="list-style-type: none"> <li>Know what the word algorithm means.</li> </ul>	<p><u>Online Safety</u></p> <p><u>Online relationships</u></p> <p>Permission Communicate Icon Video, keyboard, voice message, camera Considerate Offline, online</p>

<p>communicate with people I know.</p> <ul style="list-style-type: none"> <li>• Explain why it is important to be considerate and kind to others online.</li> <li>• Explain why things that some find funny or sad online, might not be the same way for others.</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>• Create step-by-step instructions using pictures;</li> <li>• Write and follow detailed step-by-step instructions;</li> <li>• Direct a Bee-Bot to an object or destination;</li> <li>• Program a Bee-Bot, one instruction at a time, using the arrow buttons.</li> <li>• Say what an algorithm is</li> <li>• Check for mistakes (debug)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that by pressing the buttons on the beebot an action will take place.</li> </ul> <p>Know that the symbols on the beebot are instructional language and make the link.</p>	<p><b>Programming</b></p> <p>Forwards, backwards, left, right, algorithm. Online, permission.</p>
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<p><b>Belonging to a community</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside. - Our school rules Ready, Respectful, Safe – what do they look like?</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling, caring for our school environment e.g. weeding, tidying outdoor areas, bird feeders, cross heads.</li> </ul>
<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices;</p>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the rules for keeping safe online: permission to go online; not sharing personal information; telling someone if something seen is frightening or makes them uncomfortable and how the adult can help</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>

communicating online  PoS Refs: L7, L8	<ul style="list-style-type: none"> <li>• what to do if we see something we don't like online and know who to ask for help how it is important to be considerate to others online</li> </ul>
<b>Money and Work</b>  Strengths and interests; jobs in the community  PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school.</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• About different jobs and the work people do</li> </ul>

MUSIC		
Skills as a Musician	Substantive knowledge	Vocabulary
<u><b>Performing</b></u> <ul style="list-style-type: none"> <li>• Explore making different sounds with the voice and percussion instruments.</li> <li>• Sing using call and response to I hear Thunder.</li> <li>• Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Start and stop at the appropriate time.</li> <li>• Follow a leader when Performing as a group.</li> </ul>	<u><b>Performing</b></u> <ul style="list-style-type: none"> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>• Know and sing: I Can Sing a Rainbow', I Hear Thunder, Seasons Song</li> <li>• Know that sign language can be used to communicate.</li> <li>• Know British Sign Language to I Can Sing a Rainbow.</li> <li>• Know that instruments can be played to make loud and soft sounds.</li> </ul>	Pulse  Rhythm  Pitch  Dynamics  <b>Conductor</b>  <b>Composition</b>  <b>Verse</b>  <b>Chorus</b>
<u><b>Composing</b></u> <ul style="list-style-type: none"> <li>• Say words/rhymes and clap/play to create simple rhythmic patterns linked to the weather.</li> <li>• Add sound effects picture of a storm to create a mood.</li> <li>• Respond to music through movement using BSL.</li> </ul> <u><b>Aural awareness</b></u> <ul style="list-style-type: none"> <li>• Copy back simple rhythmic patterns and melodies.</li> </ul>	<u><b>Composing</b></u> <ul style="list-style-type: none"> <li>• Know that in simple graphic notation - one sign represents a sound or group of sounds (pictorial notation)</li> </ul> <u><b>Aural awareness</b></u> <ul style="list-style-type: none"> <li>• Know that tempo can be fast or slow</li> <li>• Know that pitch can be high or low</li> </ul>	

<ul style="list-style-type: none"> <li>Recognise duration as being long or short.</li> <li>Feel if the tempo is fast or slow by responding to the pulse.</li> <li>Recognise differences in dynamics as loud or soft.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Comment on own performances and compositions.</li> <li>Describe music and sounds in simple terms.</li> <li>Talk about how the music makes them feel and why.</li> </ul>		
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PHYSICAL EDUCATION		
Skills as an Athlete	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> <li>- I can take turns.</li> <li>- I can listen when someone else is giving their idea.</li> <li>- I can follow instructions based on a job role.</li> </ul> <p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>- I can do 60 minutes of active exercise in a day.</li> </ul> <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> <li>- I can say what safe means to me.</li> <li>- I can begin to identify actions/areas that may be unsafe.</li> <li>- I can begin to set up equipment and apparatus safely.</li> </ul>	<ul style="list-style-type: none"> <li>- I can roll a ball using my hands.</li> <li>- I can begin to roll to a partner accurately.</li> <li>- I can use my feet to roll a ball.</li> <li>- I can continue to develop my accuracy.</li> <li>- I can use equipment to make a ball travel (roll)</li> <li>- I know how to hold and use the equipment.</li> <li>- I can roll a ball over a distance</li> <li>- I can use the correct amount of force to do this.</li> <li>- I can work on an area that I have found challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- Roll</li> <li>- Travel</li> <li>- Kick</li> <li>- Push</li> <li>- Control</li> </ul>
<p><u>Competition</u></p> <ul style="list-style-type: none"> <li>- I can compete against my peers.</li> <li>- I can win and lose without becoming upset.</li> <li>- I can be pleased for the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star)</li> <li>- I can perform the 5 basic shapes when requested.</li> </ul>	<ul style="list-style-type: none"> <li>- Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, bunny hop)</li> </ul>



<p><u>Leadership</u> - I can lead a partner.</p> <p><u>Healthy Lifestyle</u> - I can identify the changes I can feel when I exercise (heart rate, breathing, sweating) - I can begin to understand why I need to exercise. - I can take part in a warm-up and cool down.</p> <p><u>Evaluation</u> - I can make a positive comment on another's performance. - I can explain how I did something.</p>	<ul style="list-style-type: none"> <li>- I can begin to hold the shape for 3 seconds.</li> <li>- I can begin to change the level of the shape (standing, sitting, lying)</li> <li>- I can begin to change the level of the shape (standing, sitting, lying)</li> <li>- I can begin to use different parts of my body to balance upon.</li> <li>- I can begin to work on my travel.</li> <li>- I can walk using pointed toes and fingers.</li> <li>- I can begin to perfect my movements.</li> <li>- I know how to perform each movement to the best of my ability.</li> <li>- I can travel safely and with some finesse.</li> <li>- I can begin to put my movements in a sequence.</li> <li>- I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse).</li> <li>- I know how to keep myself and others safe when travelling.</li> <li>- I can rehearse and perform my sequence to a partner.</li> <li>- I can give feedback to my partner.</li> <li>- I can work on my sequence based on my partners feedback.</li> </ul> <p>I can watch my performance back and self-assess.</p>	<ul style="list-style-type: none"> <li>- Shape</li> <li>- Jumps (straight, tuck, jumping jack, half turn, cat spring)</li> <li>- Balance (standing balances, kneeling balances,)</li> <li>- Body parts</li> <li>- Sequence</li> </ul> <p>Roll (log roll, curled side roll, teddy roll)</p>
	<ul style="list-style-type: none"> <li>- I can intercept a pass made to a partner.</li> <li>- I can begin to apply my defending skills in a game like situation.</li> </ul> <p><i>Football</i></p> <ul style="list-style-type: none"> <li>- I can use my hands to intercept a ball.</li> <li>- I know how to step/stand/use my hands to intercept a ball.</li> <li>- I can put my skills into a game situation.</li> <li>- I can intercept using my hands.</li> <li>- I can work on an area that I have found challenging.</li> </ul> <p>I know how to use my hands and feet to stop a ball.</p>	<ul style="list-style-type: none"> <li>- Intercept</li> <li>- Path</li> <li>- Defend</li> <li>- Pass</li> </ul> <p>Control</p>
	<ul style="list-style-type: none"> <li>- I can jump from stationary.</li> <li>- I know how to land safely.</li> <li>- I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward)</li> <li>- I can begin to introduce a table to my jump.</li> <li>- I can begin to put my movements in a sequence.</li> <li>- I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse).</li> <li>- I can perform a balance and a jump during my sequence.</li> </ul>	<ul style="list-style-type: none"> <li>- Jumps (straight, tuck, jumping jack, half turn, cat spring)</li> <li>- Balance (standing balances, kneeling balances,)</li> </ul> <p>Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, bunny hop)</p>

	<ul style="list-style-type: none"><li>- I can begin to hold the shape for 3 seconds.</li><li>- I can begin to change the level of the shape (standing, sitting, lying)</li><li>- I can travel safely using finesse.</li><li>- I can perform a balance during my travel sequence.</li><li>- I can set up a small apparatus set in a group.</li><li>- I can link 1 table and 2 linking pieces.</li><li>- I can give feedback to my partner.</li><li>- I can work on my sequence based on my partners feedback .</li><li>- I can set up a small apparatus set in a group.</li></ul>	
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