

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 1

Spring 2

writing

Keywords

London
London Eye
Tower of London
Buckingham Palace
Big Ben

London Bridge
question mark
exclamation mark
feelings
expression

heading
subheading
information
verbs
adjectives

verbs

In school we will be learning

The children will revisit narratives this term. They will continue to write a narrative with an introduction to using question marks and exclamation marks in their writing.

We will be looking closely at the 'Look Inside: London' book. From this, children will be introduced to writing a recount, with emphasis on writing about a simple viewpoint including emotions.

Children will also be introduced to letters for the first time. They will be able to use simple organisational features such as a greeting, sign off and address. Children will be able to use a range of simple and compound sentences.



At home you can

- Write a recount about what they did in the holidays or the weekend.
- Write simple sentences using the harder to read and spell words.
- Practise letter formation.
- Look at images of London landmarks and write a description.

Useful websites



[year 1 HRS words](#)



[recount](#)



[exclamation marks](#)

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reading

Keywords

London
split digraph
common exception words
full stops
contractions

compound words
expression
retrieve
digraph

In school we will be learning

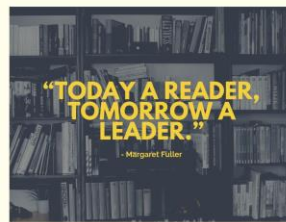
This term, the children will be looking at how to read punctuation with particular focus on full stops. The children will continue to consolidate their ability to recall and identify common exception words in their reading.

If your child reads a Phase 6 levelled book, they will be continuing with identifying and reading contraction words and compound words. The children will also begin to focus on reading with expression.

If your child reads a Phase 5 levelled book, they will focus on being able to explain how characters are feeling, reasons for their actions by using evidence from the text to support this.

If your child read a Phase 3 levelled book, the focus will be identifying and being able to read words with digraphs and split digraphs.

Please ensure you are listening to your child read every day and you are recording this in their planner!



At home you can

- Listen to your child read daily
- Visit the local library
- Ask your child [questions](#) about the book they're reading

Useful websites



[Phonics Play](#)



[Phonics Games](#)

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Maths

Keywords

time
hour
height
length
non-standard

standard units
mass
volume
minute
second

position
left
right

In school we will be learning

This term, children will revisit measurement where they will be comparing heights and lengths using non-standard units of measurements and standard units of measurement, such as a ruler. They will begin to record mass/volume, as well as compare and measure. They will then put this into practise by using it to solve practical problems.

Children will be introduced to position and direction. Children will be able to describe turns and positions, using positional language. They will be able to use floor robots to support this.

Additionally, this term children will be introduced to time. They will be able to name and order the days of the week and months of the year. They will be able to tell the time to the hour and half the hour, as well as identify and describe hours, minutes and seconds.



At home you can

- Measure different objects in the house either using a ruler or non-standard units of measurement such as how many spoons long is your sofa etc.
- Use a clock to practise telling the time. Can they identify the hour hand and the minute hand?
- Involve them in activities like timing how long cookies need to bake or counting down for a timer to ring.
- Use a stopwatch or phone timer for short challenges (e.g., “How many jumping jacks can you do in one minute?”).

Useful websites



[Number bonds and doubling](#)



[Measuring](#)

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science

Keywords

Beaufort Scale
observe
weather
block graph
temperature

precipitation
thermometer
anemometers
windsocks
Celsius

breeze
gale
hail
fog
Hurricane

rain
rainfall
rain gauge
sleet
storm

In school we will be learning

The project Seasonal Changes teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.

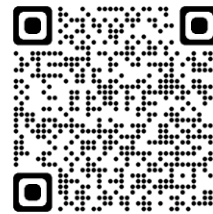
This project will span over the whole of Spring Term but this half term they will be focusing on the following... Learning to observe, measure and describe the wind. This will be done through using windsocks or anemometers. They will then learn to construct a block graph using the data gathered from their observations and measurements. Following this, they will carry out another investigation and learn how to use a thermometer to measure and record the temperature. We will also be developing our ability to ask simple scientific questions through learning about precipitation and learning how to measure it through using rain gauge scale (measured in mm).



At home you can

- Learn about [rain](#) and how to measure it.
- Use a [thermometer](#) and leave it outside for a couple of minutes and see what the temperature is. Check on a weather app to see if you're reading was accurate.
- Look at a weather app daily to learn about the different types of weather and temperatures.

Useful websites



research rain



thermometers

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Humanities Geography

Keywords

physical features
human features
landmark
weather
tourist

monarch
monument
memorial
cathedral
skyscraper

England
Northern Ireland
Wales
Scotland
aerial view

In school we will be learning

Bright Lights, Big City

In the Bright Lights, Big City project, your child will learn the story of a local landmark.

They will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features.

They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London and in their local area.

They will research the cause and impact of the Great Fire of London and look at some famous London landmarks.



They will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.

At home you can

- Learn about what are landmarks. Think about the landmarks you have seen in your local area. Draw and label an example of a memorial, entertainment venue, royal building, place of worship, engineering structure and/or a physical feature.
- Take a walk around the local area and make a list of physical and human features you can find.
- Create a poster to tell tourists all about London, UK. Include pictures and information that will inform anyone who wants to visit there. Tell them about what they will see and what they can do there.

Useful websites



Let's explore the UK



transport, travel and landmarks of London

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computing

Keywords

object
label
group
search
image

property
colour
size
shape
value

data set
more
less
fewest
least

most
the same

In school we will be learning

Grouping Data

This half term introduces children to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

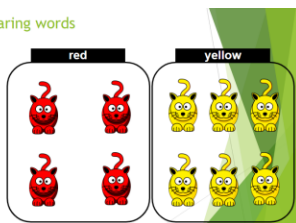
Children will begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. Learners will also label a group of objects and begin to understand that an object can fit into more than one group depending on the context.

How many objects?



Examples of comparing words

more than
less than
same as
most
least



At home you can

Nature Scavenger Hunt:

- Explore your backyard or a nearby park with your child.
- Take pictures of different plants, animals, and objects, and have your child label each image with the name of the item.
- Organize the images into groups based on common characteristics, such as plants, animals, colours, etc.

Useful websites



Topmarks – grouping



Green Child Magazine

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D & T

Keywords

axle
chassis
dowel
fixed axle
moving axle

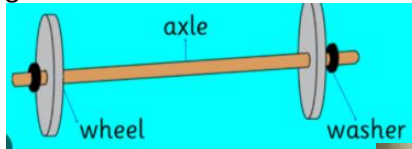
vehicle
washer
wheel

In school we will be learning

This half term we will teach the children about wheels, axles and chassis and how they work together to make a vehicle move. They will build structures, exploring how they can be made stronger, stiffer and more stable. Together they will design purposeful, functional, appealing products for themselves, and other users based on design criteria.

There will be a particular focus on developing their communication skills, learning how to use talk, drawings and mock-ups to communicate ideas.

The final project will see children working together to create a design criteria for a taxi. They will consider the practical requirements of moving mechanisms, the need to transport passengers and shelter them from the elements.



At home you can

- Use toy cars and other vehicles to discuss how the wheels help the vehicle move forwards and backwards.
- Talk about and look at the designs of various vehicles. Why might they look different? Be different sizes? Have more or less doors?
- Talk to your child about what they are learning in class.
- Practise saying and spelling the keywords for the project and discussing what they mean.

Useful websites



STEM kids – wheels and axles



simple projects to make at home

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Music

Keywords

keyboard
audience
Bossa Nova
pitch match
pulse

rhythm
rap
pitch
improvise
compose

percussion instruments
triangle
drum
maraca cymbals
xylophone

tambourines
claves
cowbell
shakers

In school we will be learning

To begin to identify voices I can hear in the song: "Round & Round". Pupils will then sing along with the song.

Pupils will build on what they learnt last year to play to use up to 3 notes; D or D, F, C & D to play along with the song. Improvise with claps and voice using notes D, E.

Once pupils have experienced the song they will continue to explore the style of music "Bossa Nova" and name some bands and singers of the Bossa Nova genre. With this pupils will begin to identify a style indicator of Bossa Nova.

With pupils playing glockenspiels they will perform to the song. We want pupils to know that a performance is sharing music with other people, called an audience.

When pupils are ready, they will explore and understand what improvise means using what they have learnt to make up their own beats and songs in the Bossa Nova style.

Through this pupils will explore folk tunes/melodies: knowing that music can be sung or played by people, usually not recorded or performed and often the music is for families and friends



At home you can

- I have included a sample of Bossa Nova songs that are suitable for pupils. These could be used to listen to and talk about what the song is like. What do pupils like about the song? Can you move to the beat?
- There is a link below to a BBC teach website showing an range of children's favourite fairy tales and traditional folktales. These are re-imagined with magical music performed by musicians of the BBC Philharmonic Orchestra. An interesting different type of music for pupils to listen to.
- Can your child hold a rhythm? Clap and see if they can clap at the same time. Can you clap and short rhythm and they clap back?

Useful websites



[Relaxing Bossa Nova & JAZZ For Kids](#)



[BBC KS1 Music: Musical Storyland](#)

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RE

Keywords

courageous
confident
loyal
steadfast
moral

freedom
faith

In school we will be learning

This half term the children will be looking at the dispositions of 'Being courageous and confident' and 'Being loyal and steadfast'.

Being courageous and confident

This unit aims to help the children understand the meaning of courage, learning that it can be a physical and a moral action. The children will explore both biblical and Islamic stories of where important events took place where courage was shown. The children will look at the story of David and Goliath and Prophet Mohammed's uncle Hamza and his courage when standing up for his nephew and his freedom of faith.

Being loyal and steadfast

This unit aims to help the children explore being a good friend through the story of Jesus and Peter and their friendship. They will look at how firstly, Peter denied Jesus, which made Jesus feel upset. The children will discuss how Peter was being a bad friend. Later Peter apologised and was punished by others for knowing Jesus. The children will then discuss whether it is better to be loyal or get in trouble.

At home you can

- Discuss with your children what courageous means to them.
- Draw a poster of things that worry them and what they can do to overcome them.
- Talk about what make a good friend.
- Visit the library and read a book with a friend.

Useful websites



I am stronger than anxiety



Speak up, Molly Lou Melon

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Keywords

money
coin
banknotes
spend
save

income
possessions
belongings
receipt
bank

shop
job
work
wages
savings

want
need
contactless payment
online money transfer

In school we will be learning

What we can do with money?

The children this half term will learn how to answer the question: What can you do with money?

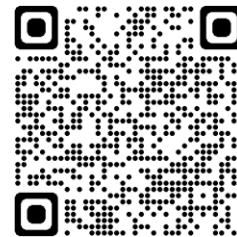
They will find out what money is and the different forms it comes in. They will also find out about how people get money. We will discuss how people make choices on what they do with their money. The children will also learn the importance between wants and needs. As well as finding out how to keep money safe.



At home you can

- Talk to your children about how you have money and what you spend it on. Discuss how you must budget and plan to ensure you have money to pay for everything.
- Give them pocket money and let them spend it at the shop to help them understand the value of money.
- Discuss the difference between the need and want when spending money i.e. need to buy food to feed the family vs want to go out for a meal to a nice restaurant.

Useful websites



what, how, where and why of money



recognising money

PE

Keywords

underarm
throwing
coordination
team work

bowling
fielding
batting
target

running

In school we will be learning

This term, children will be introduced to cricket. They will focus on basic skills that build coordination, teamwork and an understanding of the game.

Children will practise underarm and overarm throws and catching a ball with two hands. They will learn to hold a bat correctly and hit a stationary or rolled ball. They will be able to carry out simple bowling actions to aim at a target. Children will also practise basic movement skills, which involve running and fielding. They will build on spatial awareness, understanding where to stand and boundaries. The games will encourage teamwork, such as passing the ball between players or working together to score runs. These games will develop focus and concentration and allow children to understand simple game concepts.



At home you can

- Set up a target and encourage your child to throw a ball to hit the target.
- Practise hitting a ball with a bat.
- Practise catching with a soft ball.
- Roll a ball in different directions and get your child to chase it, pick it up, and throw it back to you or a target.

Useful websites



[Cricket Playground Games](#)



[Cricket Warm-Up Cards](#)

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