

# Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 1

Spring 1

# Writing

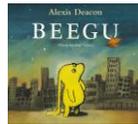
## Keywords

narrative  
facts  
capital letters  
bullet point  
aeroplane

inventions  
finger spaces  
adjectives  
full stops

## In school we will be learning

This term, we will be revisiting narratives. The children will be developing their storytelling and descriptive writing skills through the story of 'Beegu'. They will learn to use familiar story language to begin and end their stories, such as phrases that signal the start or conclusion of a narrative. They will also start choosing powerful verbs to show as well as selecting adjectives to add detail and create vivid pictures for the reader. These skills will help the children structure their stories and make them more engaging and imaginative.



The children will then be learning how to write fact files based on the non-fiction book 'Taking flight'. A fact file is a simple way to present information clearly and accurately. Children will focus on including key features such as a title, subheadings to organize information, short sentences, and interesting facts about the topic. They will also learn to use bullet points for clarity and sometimes add pictures or diagrams to make their fact file more engaging.



The children will continue to practise handwriting, ensuring that ascenders and capital letters touch the top line and ensuring their descenders are beyond the line. Children will be focusing on ensuring their letter size is consistent throughout.

## At home you can

- Help your child to practise their letter formation.
- Practise capital letter and lowercase formation.
- Learn and write the 'harder to read and spell words'.
- Plan a simple story about a day out and then write it up.
- Write a fact file about your family.

## Useful websites



[Super Easy Storytelling - creative writing website for kids](#)



BBC bitesize letter formation

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# Reading

## Keywords

London  
adventure  
Big Ben  
Houses of Parliament  
London Eye

tour  
Paddington  
Buckingham Palace  
curiosity

## In school we will be learning

This term, the children will be looking at two different class texts; Look Inside: London and Paddington on the Grand Tour.

If your child reads a Phase 2 or 3 levelled book, they will be focusing on using their phonics knowledge to decode regular words and attempt to read some irregular words. They will also continue to sequence key events from a text and retell a story.

If your child reads a Phase 4 levelled book, they will practise reading words with split trigraphs and digraphs. They will also continue to make predictions using the information they have just read, as well as using the pictures in the text.

If your child reads a Phase 5 or 6 levelled book, they will practice reading common exception words fluently as well as being able to identify them within a text. They will also continue to answer retrieval questions by looking for keywords in the text and answering using full sentences.

It is so important that you are listening to your child read daily. Once your child has read, remember to record it in their planners. Write a short comment about what your child read.



## At home you can

- Listen to your child read their levelled book every single day.
- Read the reading for pleasure' book with your child.
- Record how your child has got on in their planner.
- Visit your local library.

## Useful websites



[PhonicsPlay](#)



[Phonics Games for the Classroom and Home](#)

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H

# Maths

## Keywords

heavier  
lighter  
centimetres  
compare

total  
number  
value  
full

empty  
more than  
less than  
equal to

## In school we will be learning

Children will build on their learning from earlier in the year as they explore counting on from a given number within 20. The use of tens frames, counters, cubes and bar models will support this. Children will also use number bonds and related facts when adding within 20, as an alternative to counting on. This will also support them when exploring missing number problems.

Subtraction within 20 will be another focus this term. They will use number bonds to subtract ones. As well as using the counting back strategy for numbers within 20. Children will also formally learn about finding this difference as a form of subtraction. They will make comparisons between two amounts and identify how many more or less a number is.

Also this term, children will learn to count to 50. They will be focusing on counting in groups of 10 and using more and less. The children will be supported with this by using various resources such as a number line, a ten frame and counting cubes.

Finally, we will be moving on to measurement where we will compare lengths and heights, using measuring tools and understanding how to measure in centimetres. The children will be using comparisons to compare heavy and light and full and empty.

## At home you can

- Practise counting objects when outside, talk about how many you can see of each object. Eg, how many cars?
- Practise writing numbers in numerals and words.
- Show your child how to play snakes and ladders. Encourage them to count on using the numbers on the board. For example, if they start on 13 and roll a 4, they count "14, 15, 16, 17."

## Useful websites



[Counting in 10s - Maths - Learning with BBC Bitesize](#)



[Comparing mass - KS1 Maths - Year 1 - BBC Bitesize](#)

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H

# Science

## Keywords

hibernate  
migrate  
Northern Hemisphere  
weather forecasting  
temperature

precipitation  
deciduous trees  
evergreen trees  
autumn  
spring

summer  
winter  
seasons

## 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 that there are four seasons: Spring, Summer, Autumn and Winter. Understanding that certain events and weather patterns happen in different seasons and observing the weather and events that occur in the season we are currently in such as bare trees, cold etc. They will investigate the trees in our local area and learn whether they are deciduous or evergreen, based on whether they have buds or needle-shaped leaves. Following this, they will focus on deciduous trees and how they change in each season. Their descriptive and observation skills will be used to help with this learning. Next, the children will look at animals and how depending on the season different things happen in their lives e.g. hibernation or laying eggs. Observational skills are very important in this project especially as they will observe the weather and record the temperature and look for signs of the wind and precipitation. To close this half term, they will focus on observation and describing of how the length of a day changes across the year and why. Along with carrying out a simple experiment to test their new knowledge.

## At home you can

- Observe and make a [daily weather diary](#).
- Learn about the [different seasons](#).
- [Observe and tally](#) how many birds you can see if a week outside your window.



## Useful websites



weather diary  
bird tallying



different seasons



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H

# Humanities History

## Keywords

Steam train  
Dandy horse  
Hot air-balloon  
Leisure  
Invention  
Inventor  
Propeller  
Jet planes, landing gear, Cockpit  
Invent/invention/inventor, Flight

Penny-farthing

Limits/limitations/limited, Discover/discovery,  
Invent/invention/inventor  
Before, After, Travel  
Horse and carriage

## In school we will be learning

### Flight

This term, children are exploring how transport and travel have changed over time. They will begin by looking at different types of transport from the past and present, such as horse-drawn carriages, penny-farthings, steam trains, and modern cars and bikes.

They will learn what 'chronological order' means and practise putting events in order from oldest to newest. Children will also discover how people travelled before planes and how inventions like hot air balloons and aeroplanes changed the way we move around the world.

They will learn about significant inventors such as the Montgolfier Brothers, who created the first hot air balloon, and the Wright Brothers, who invented the first aeroplane. Later, they will explore inspiring figures like Amelia Earhart and other pioneering women who broke barriers in aviation. Through these lessons, children will use historical sources, compare past and present, and understand how these achievements shaped modern travel.



## At home you can

- Look at old family photos or search online for pictures of early cars, bikes, and trains. Ask your child questions like: "Which do you think is older? Why?"
- Draw or list different types of transport (horse and carriage, penny-farthing, steam train, aeroplane) and help your child arrange them from oldest to newest. Use words like "very old," "old," and "new."
- Visit a local airport viewing area or a park near a flight path. Observe planes taking off and landing.

## Useful websites



[The Wright Brothers for Kids | Bedtime History](#)



[How has transport in the air changed? - BBC Bitesize](#)

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# D & T

## Keywords

Slider  
Lever  
Mechanism  
Movement  
Straight line  
Rotate  
Forwards  
Backwards

User  
Purpose  
Pivot  
Slot  
Bridge  
Guide  
Card strip  
Design brief

Finishing techniques  
Appearance images  
Pop-up  
Order  
Paper fastener  
Decorate  
Evaluate

## In school we will be learning

This term, the children will be investigating mechanisms. They will be identifying everyday products that move or have moving parts and discuss how these products can move. The children will have the chance to explore and using simple mechanisms and investigate what materials they need to make a slider/lever.

After identifying mechanisms, we will then plan to make a mechanism using a design brief, this will help to identify what materials we need and how it will move using those materials. Once the design brief has been completed, the children will have the opportunity to make their mechanism using the particular materials that they have planned.

Finally, the children will evaluate their mechanisms, identifying what is good about their product, whether it has been made for purpose and how they can improve their product.



## At home you can

- Look for everyday objects in your house that move, discuss what the purpose of this object is and how you think this might move.
- Look at different mechanisms outside of the home (for example, a car or a gate) and discuss what materials these are made from. Think about why they have been made using those materials.

## Useful websites



<https://www.bbc.co.uk/bitesize/topics/zhhd/p9q/articles/z7xjtcw>



<https://www.bbc.co.uk/bitesize/topics/zhhd/p9q/articles/zmt7p9q>

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H

# Computing

## Keywords

Bee-Bot  
forwards  
backwards  
turn  
clear

go  
commands  
instructions  
directions  
left

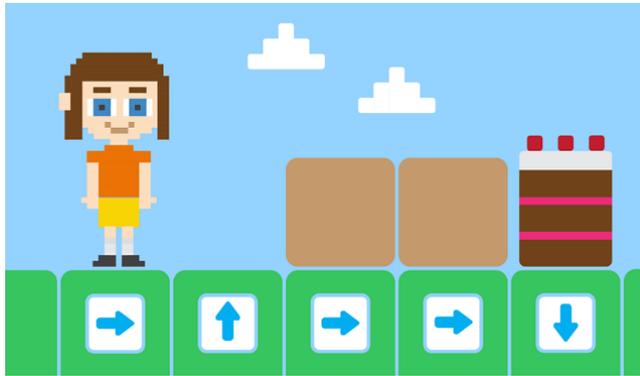
right  
route  
plan  
algorithm  
program

## In school we will be learning

Children will be introduced to early programming concepts. They will explore using individual commands, both with other learners and as part of a computer program. Children will identify what each command for the floor robot does and use the knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Children are also introduced to the early stages of program design through the introduction of algorithms.



Example of an algorithm for the girl to get the cake:



## At home you can

- Watch videos to see how bee-bots work
- Learn about what algorithms are
- Look through the various programming commands that can be used with Bee-Bots
- Give each other algorithms to get around the house e.g. forward 4 steps, right turn...

## Useful websites



programming a Bee-Bot  
algorithm



Bee-Bots in the classroom



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H

# Music

## Keywords

orchestra  
strings  
unison  
woodwind  
repeat

duration:  
length  
brass  
chorus  
percussion

verse

## In school we will be learning

In Year 1 this half term, pupils will be singing 'In The Groove' by Joanna Mangona. It is an easy-to-learn song that demonstrates different styles of music.

Pupils will listen & appraise different types of music.

In The Groove is a song that was specially written for classroom use to teach children about different styles of music. The song has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.

Pupils will listen and learn a different style of In The Groove.

While listening to the song we will ask pupils to move in different ways to the pulse

Once pupils are aware of the style of the song, year 1 will sing the song: 'In the Groove'.

Pupils will then play the glockenspiels. Pupils will learn to use 1 or 2 notes; C or C & D to play along with the song.

Once pupils are familiar with the glockenspiels, we will ask them to compose a simple melody using simple rhythms choosing from the notes C & D or C, D & E.



## At home you can

- There is a link to the BBC website YolanDa's Band Jam - Something 'Bout That Noise' in which a performer discusses different aspects of music and instru - see below.
- Can your child find the pulse of songs that are heard on the radio, TV, adverts? Do they like them? Why? When you are listening to songs, talk about them after listening? Do you like the songs? What can you hear? What is the style of this music?
- Use the link for a range of songs.

## Useful websites

[YolanDa's Band Jam - Something 'Bout That Noise](#)



[music genres](#)

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# RE

## Keywords

just  
fair  
unfair  
integrity  
repercussion  
responsible

responsibility  
kindness  
honesty  
equality

## In school we will be learning

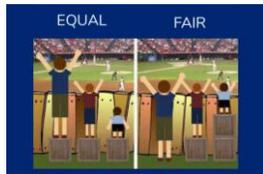
This term the children will be looking at the dispositions of 'Being fair and just' and 'Being accountable and living with integrity'.

### Being fair and just

This unit aims to help the children recognise the importance of fairness, equality and honesty. The children will explore the treatment of children around the world, looking at refugees and discussing whether they are treated fairly by God. They will also learn about being fair and just through stories like Solomon and the two babies and the story of Quaswa, where Prophet Mohammed had to decide about his camel.

### Being accountable and living with integrity

This unit aims to help the children recognise the impact of cheating and its effect on others. The children will explore how to own up to their mistakes and know why it is better to tell the truth. They will learn about being accountable and living with integrity through the story of Yunus. They will learn that this story is important in other religions too and how Yunus realised his mistake and asked for forgiven from God.



## At home you can

- Discuss with your children what being just, and fair involves and why it is important.
- Play board games to emphasise the importance of fairness.
- Read stories about [refugee children](#).
- Discuss what you can do to help children around the world.
- Talk to your child about what living with integrity involves.

## Useful websites



What is fair?



A test of integrity

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# PSHE

## Keywords

healthy  
balanced  
diet  
hygiene  
medication

vaccination  
doctor

## In school we will be learning

This half term, we will be learning about what it is to be healthy and what helps us stay healthy. We will also learn that things that we put into our bodies can affect our health as well as how we feel.



We will expand our knowledge of medicines, what they are and why we sometimes need them. It is important to recognise how to take medicines safely and who should supervise.

We will also be looking at household chemicals and cleaning products and ensuring that we know what these are, where they are stored and why children should avoid them.

We will be looking at the question, "Why is hygiene important" and discussing how this and other habits and routines can help us take care of ourselves.

## At home you can

- Involve your child in the preparation of food and why the meal is balanced.
- Discuss with them why some food are healthier than others.
- Talk about the importance of washing hands and keeping our bodies clean especially as they are getting ready for school, at bedtime and before food.

## Useful websites



Keeping clean (BBC Bitesize)



Keeping my body healthy (BBC Teach)

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# PE

## Keywords

Feel  
agility  
Breath  
balance  
sequence  
link

body shapes  
balance

## In school we will be learning

As part of PE this term, children will be introduced to the concept of agility and balance, which are key skills for many sports and physical activities. They will learn that agility means being able to move quickly and change direction with control, and they will explore different ways to become more agile through fun games and challenges. Alongside this, children will focus on balance which is the understanding how keeping their body steady helps them perform movements safely and effectively. They will take part in circuits designed to improve these skills, such as balancing on one leg, moving through obstacles, and changing direction quickly.

These activities not only build strength and coordination but also help children understand why agility and balance are important for playing sports and staying active.



## At home you can

- Timed balancing acts, like standing on one foot.
- Choreograph a short routine combining gymnastics and dance.
- Imagine being a starfish and floating in the sea by lying on your back with arms and legs spread wide.
- Imagine blowing up a big balloon, inhaling deeply and exhaling slowly as if releasing air from the balloon.

## Useful websites



[Basic balance lesson](#)



[Squish the Fish | Yoga for Kids!](#)

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