Bletchingley Village Primary School

Curriculum Map: Year 1, Spring 2			Educational Visits (where appropriate):
Subject	**Unit: Destination Question and Key Learning**	**Key vocabulary**	**Home learning**
Maths	**Additive Structures** • Pupils combine two or more parts to make a whole • Pupils explain that addends can be represented in any order. This is called the commutative law • Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal • Pupils add parts to find the value of the whole and write the equation • Pupils find the missing addend in an equation • Pupils partition a whole into two parts and express this with a subtraction equation • Pupils make addition and subtraction stories and write equations to match • Pupils represent 'first, then, now' stories with addition equations • Pupils represent 'first, then, now' stories with subtraction equations • Pupils represent different types of stories with subtraction calculations • Pupils make addition and subtraction stories, writing equations to match • Pupils work out the missing part of an addition story and equation if the other two parts are known • Pupils work out the missing part of a subtraction story and equation if the other two parts are known • Pupils explain that addition and subtraction are inverse operations • Pupils use additive structures to think about addition and subtraction equations in different ways	addition subtraction addends sum equal part whole equation value first then now calculation inverse difference consecutive odd even double	**Hit the button** Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) **ICT Games** ictgames || html5 Home Page **BBC** KS1 Maths - BBC Bitesize **Oak Academy** Free KS1 Maths Teaching Resources for Lesson Planning | Page 1 of 2 | Oak National Academy (thenational.academy) Number bonds to 10 KS1 - Match up (wordwall.net) match teen numbers with numicon - Find the match (wordwall.net) Odd and Even Numbers - Quiz (wordwall.net) TLC: Can I read and write numbers 1-20 in numerals and words? - Match up (wordwall.net)

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	Addition and subtraction facts within 10 • Pupils explain that addition is commutative • Pupils find pairs of numbers to 10 • Pupils add and subtract 1 from any number • Pupils explain what the difference is between consecutive numbers • Pupils explain what happens when 2 is added to or subtracted from odd and even numbers • Pupils explain what the difference is between consecutive odd and even numbers • Pupils explain what happens when zero is added to or subtracted from a number • Pupils explain what happens when a number is added to or subtracted from itself • Pupils double numbers and explain what doubling means • Pupils halve numbers and explain what halving means • Pupils use knowledge of doubles and halves to calculate near doubles and halves • Pupils represent different types of stories with subtraction calculations • Pupils use knowledge and strategies to add 5 and 3 and 6 and 3		
English	**Focus:** Suspense **Fiction:** Lost and Found (Journey) **Non-Fiction:** Missing Penguin (Journalistic/Persuasive)	suspense journey penguin slumped curious trembled reluctantly south pole lonely local reuniting devastated dislodged defenceless recognise shelter distraught	LOST AND FOUND - OLIVER JEFFERS - STORY TIME READ ALOUD FOR KIDS - BOOKS FOR KS1 CHILDREN (youtube.com) BBC iPlayer - Bitesize Daily: 5-7 Year Olds - English: 109. Punctuation Plurals - Find the match (wordwall.net)

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Science	**Animals: Comparing Animals** **Key questions:** • Can I name and describe the physical features of a range of animals? • How can animals be grouped? • What are the characteristics specific to mammals, birds, reptiles, amphibians and fish? • What do carnivores, herbivores and omnivore eat? **To know:** • A variety of common animals (including fish, amphibians, reptiles, birds and mammals). • The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns, tusks and shell). • A carnivore is an animal that eats other animals and to give some examples. • A herbivore is an animal that eats only plants and to give some examples. • An omnivore is an animal that eats both animals and plants and to give some examples. **Working Scientifically** • Posing questions- Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. • Planning- Deciding if observations are suitable. • Observing- Using their senses to describe what they notice. • Measuring (quantitative data)- Reading simple numbered scales. • Researching- Gathering specific information from one simplified, specified source. • Recording- Drawing and labelling simple diagrams. • Grouping and classifying- Grouping based on visible characteristics.	amphibian bird block chart body carnivore compare data diet differences feature fish group herbivore hunt mammal observe omnivore pet record reptile research scientist similarities tally	BBC iPlayer - Bitesize Daily: 5-7 Year Olds - Science 5-6 Year-Olds: 2. Naming Animals What animal - Find the match (wordwall.net) Animal sorting - Quiz (wordwall.net)

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	• Graphing- Representing data using pictograms and block charts. • Analysing and drawing conclusions • Using their results to answer simple questions.		
RE	**Christianity** **What do Christians want to learn from stories of Jesus?** • What human experiences do we share? • I wonder what happened in Jesus' lifetime? • I wonder how Christians try to be like Jesus in their community? • What do Christians learn from stories told by Jesus? • What made Jesus 'ordinary' and 'extraordinary'? • What's extraordinary about Easter? • What do Christians learn from the stories of Jesus? • How is Jesus human and divine to Christians?	Jesus, Christians divine ordinary extraordinary Salvation lifetime miracle disciple parable community	
DT	**Cooking and Nutrition:** **Fruit and vegetables** **To know:** • That a blender is a machine which mixes ingredients together into a smooth liquid. • That a fruit has seeds and a vegetable does not. • That fruits grow on trees or vines. • That vegetables can grow either above or below ground. • That vegetables are any edible part of a plant.	blend blender chopping board compare cut design evaluate flavour fork fruit healthy ingredients juice Juicer vine leaf plant recipe root seed select smoothie stem table knife taste tree vegetable	Fruits and Vegetables - Quiz (wordwall.net)
History	**How have toys changed?** **Unit outcomes** • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present.	artefact century decade different evidence modern now special past present	

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	• Sequence artefacts from different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Describe how toys have changed over time.	historian living memory memory	remember sequence similar source	
Music	**Dance, Sing and Play** Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As we dance, sing, and play instruments with the music in this unit, the children will explore these sounds and how they work together. **Key Question:** How Does Music Tell Stories About the Past?	pulse rhythm pitch tempo beat	high low fast slow	BBC iPlayer - Bitesize Daily: 5-7 Year Olds - Music 5-6 Year Olds: 3. Pulse and Rhythm
Computing	**Data and Information – Grouping Data** This unit introduces learners 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.	object label group search image property colour size	shape value data set more less most fewest least	
PSHE	**Citizenship** **Key Questions:** • Why are the class and school rules important? • What is similar and different about us? • Which groups do I belong to? • Why is voting a fair way to make a decision? **To know:** • To know the rules in school. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand that people are all different.	care democracy different fair pet responsibility rule similar unique vote		