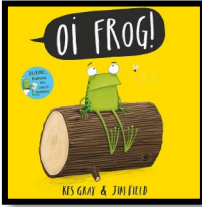


Y1 Spring Term 2 Curriculum Map (6weeks)



Our focus book this term is:

Oi Frog! And the Colour Monster

Cats sit on mats, hares sit on chairs, mules sit on stools and gofers sit on sofas, but Frog does not want to sit on a log! Jam-packed with animals and silliness, this original rhyming story will have young children in fits of laughter.

Literacy

Children will :

- Create an information page about frogs
- Create character thought bubbles
- Write a letter from one character to another
- Write a letter of complaint
- Create a rhyming story in the style of the Oi! books

Science – Seasonal Changes; Spring and Animals and Humans—Identifying Animals

Key Knowledge and **Skills** to learn:

- To **observe and describe** weather and changes associated with the seasons. To **know** the days start to get longer again when spring arrives.
- To **identify**, name and **sort** animals that are herbivores, carnivores and omnivores
- To **identify** and name a variety of common UK mammals.
- To **identify** and name a variety of common UK birds, reptiles and amphibians.
- To **find out** how to take care of animals.

Geography – Jungles

Key Knowledge and **Skills** to learn:

- To **locate** jungles around the world and begin to describe them.
- To **identify** some features and weather of Indian tropical seasonal forests.
- To **identify** the location of mangroves and describe their features and weather.
- To **identify** the location and features of cloud forests.
- To **compare** British woodland to a tropical jungle.



Art/DT

To create jungle animals using different materials.

RE—What are God's Rules for Living?

Why is Easter the most important festival for Christians?

- What are the 10 Commandments?
- What do the 10 Commandments teach us about God and the way to live?
- What happened on Palm Sunday and what does it teach us about Jesus?
- What happened at the Last Supper?
- What happened on Good Friday?
- What happened on Easter Sunday?

Computing—Painting

- To be able to use different colours in a simple computer program.
- To be able to use different brushes in a simple computer program.
- To be able to use a simple computer programme to create shapes and fill areas.
- To be able to make changes in a simple computer program.
- To be able to add text to a painting in a simple computer program.
- Internet Safety lesson**—To understand what personal information to keep safe.

Core Learning Skills

Developing a sense of self-worth and understanding of self and others.

PSHE – Caring and Responsibility.

- To name special people in our lives and say why they are important.
- To describe the ways our special people care for us and keep us safe.
- To know ways to keep ourselves and others safe.
- To explore mindfulness through art, exploring pattern and colour.

Maths

- U9—Addition and Subtraction within 20
- U10 - Fractions
- U11— Measures—Length and Mass

Guided Reading

Where possible, choose books related to animals and jungles.

Homework

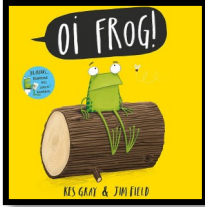
To revise knowledge about omnivores and carnivores.

Other

A visit to Victoria Park for a Spring walk
Soanes Centre—Pond Life

Work Week
Easter Service

Y1 Spring Term 2 Science and Topic Cover Page



Our focus book this term is:

Oi Frog!

Cats sit on mats, hares sit on chairs, mules sit on stools and gofers sit on sofas, but Frog does not want to sit on a log! Jam-packed with animals and silliness, this original rhyming story will have young children in fits of laughter.

The Colour Monster



Science – Seasonal Changes; Spring and Animals and

Humans—Identifying Animals

Key Knowledge and **Skills** to learn:

To **observe and describe** weather and changes associated with the seasons. To know the days start to get longer again when spring arrives.

To **identify** and name a variety of common UK mammals.

To **identify** and name a variety of common UK birds and reptiles.

To **identify** and name a variety of common UK fish and amphibians.

To find out how to take care of animals.

To **collect data** about animals.

Geography – Jungles

Key Knowledge and **Skills** to learn:

To **locate** jungles around the world and begin to describe them.

To **identify** some features and weather of Indian tropical seasonal forests.

To **identify** the location of mangroves and describe their features and weather.

To **identify** the location and features of cloud forests.

To **compare** British woodland to a tropical jungle.

Art/DT

To **create jungle animals using different materials.**

Y1 Science—Animals Including Humans Knowledge Mat

Key Vocabulary

fish	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.
birds	Birds have feathers and wings. They lay eggs and are warm-blooded animals.
amphibians	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.
reptiles	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales
mammals	Mammals are also warm blooded animals. They breath air and have a backbone.
carnivore	A carnivore is a meat-eating animal that gets its food from killing other animals.
herbivore	An animal that feeds on plants.
omnivore	An omnivore eats meat and plants.
nocturnal	Animals that tend to be awake during the night.
wild	Living in the natural environment and not belonging to humans.
tame	Domesticated animals that are not dangerous to or frightened of humans.

Learning Link Backs:

Do you remember learning all about different types of animals last term?
Let's make a mind-map of everything we remember.

Sticky Knowledge

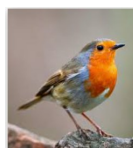
The Spring months are **March, April** and **May**.

At the end of March the clocks go forward and we start to have daylight for longer.

Many animals are born in the spring months. It is a good time for new animals to be born because the weather is getting warmer and the days are getting longer. This helps the baby animals to keep warm and also gives the parent animals more opportunities to find food for their babies.



Mammals are warm blooded.
They are covered with hair or fur.
Mammals give birth to live young.
When mammals are born they drink milk from their mother.



Birds have feathers instead of hair or fur.
They have wings and a beak.
Most birds can fly, but not all birds. A penguin is a bird that cannot fly.
Birds do not give birth to live young but lay eggs instead.



Reptiles are cold blooded.
They have a special scaly skin.
They suit living in warm climates because it is hard for them to keep warm.

Fish spend their whole life in the water.
Most fish have cold blood.
Fish have gills to breath through.
Fish have fins to help them move around.
Most fish lay eggs to reproduce



Interesting Facts:

Did you know that whales and dolphins are actually mammals and not fish! They have warm blood, give birth to live young and feed their babies milk.

Science Display Words—Ofsted may ask children to explain what the words on display mean.

fish

birds

amphibians

reptiles

mammals

carnivore

herbivore

omnivore

nocturnal

wild

tame

Y1 Geography—Jungles around the world

Key Vocabulary

jungle	An area of land overgrown with dense forest.
rainforest	A dense forest found in tropical areas which also has a lot of heavy rainfall.
dense	The trees in the forests grow very close together.
vines	A climbing or trailing woody stemmed plant.
Equator	An imaginary line around the centre of the earth where the world is hottest.
moss	A small flowerless green plant that does not have roots and likes damp places to grow.
mangroves	A mangrove is a forest in coastal areas—near the sea. The mangrove trees grow partly in the water.
tropical	Places near to the Equator that are warm or hot and have a damp atmosphere.
damp	Slightly wet.
continents	Asia, Africa, North America, South America, Antarctica, Europe and Australia

Learning Link Backs:

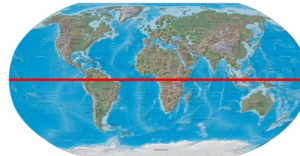
Do you remember learning about different plants when you were in Reception class? How do plants grow? What plants do you know? Do you remember learning about some of the different places in the world when you learnt about Mary Seacole and Florence Nightingale? Can you remember which parts of the world they came from, and where they travelled to. This term we are going to learn about jungles—where they are in the world and what sorts of plants and animals you will find there.

Sticky Knowledge

Jungles and rainforests are areas of very dense forest. A rainforest has a taller layer of trees than a jungle. The tall layer called a canopy and it blocks out most of the sunlight.

Jungles and rainforests are found in countries near to the Equator where it is very hot.

Tropical Rain Forest: around the world



This red line shows where the Equator is shown on a world map.

The largest rainforest in the world is called the Amazon. It is in the continent of South America.

Jungles and rainforests are habitats for many different types of animals.

Rainforest Animals



Rainforests are home to some of the most dangerous animals on planet earth! Did you know there is a frog called the poison dart frog, which could even kill a human! But don't worry because you will never find one in the UK!

Geography Display Words—Ofsted may ask children to explain
what the words on display mean.

jungle

rainforest

dense

vines

Equator

moss

mangroves

tropical

damp

RE

What are God's rules for living?

Why is Easter the most important festival for Christians?

What are the 10 Commandments?

What do the 10 Commandments teach us about God and the way to live?

What happened on Palm Sunday and what does it teach us about Jesus?

What happened at the Last Supper?

What happened on Good Friday?

What happened on Easter Sunday?

Key Vocabulary

10 commandments	Last Supper
Palm Sunday	Moses
Jesus	Disciples
Good Friday	Remembrance
Easter Sunday	Resurrection

PSHE

Caring and Responsibility

To name special people in our lives and say why they are important.

To describe the ways our special people care for us and keep us safe.

To know ways to keep ourselves and others safe.

Key Vocabulary

Special people	Important
Care	Safe
Worried	Help
Helper	Rules
Safe	Unsafe

Y1 Spring 2—Maths Overview



**Mathematics
Mastery**

Curriculum Map: Year 1 (Amended for spring and summer)

Number of unplanned weeks in spring: 2

Number of unplanned weeks in summer: 2

Spring

Unit	Key Points	Considerations
Unit 6: Time (2 weeks)	<ul style="list-style-type: none"> Read, write and tell the time to o'clock and half past on analogue clock Sequencing daily activities Whole and half turns linked to time 	<ul style="list-style-type: none"> This unit could be delivered remotely although pupils will require access to an analogue clock for Lessons 4-6. There are interactive clocks that could be used so pupils can have a clock to set (e.g. topmarks teaching clock). How this will be assessed will need some consideration. Content from Lesson 1-2 and Lesson 7 could be covered through Maths Meetings. Lesson 9 on position, direction and movement could be set for remote learning although builds on halves and quarters from this unit.
Unit 7: Exploring calculation strategies within 20 (1 week)	<ul style="list-style-type: none"> Model, explain and choose addition and subtraction strategies 	<ul style="list-style-type: none"> How this is delivered will primarily depend on how confident pupils are with strategies, whether this is set as remote learning or held for face-to-face teaching. Much of this unit is based on pupils' reasoning to elicit their understanding of strategies covered to date and so the questions used to draw out this reasoning need careful consideration. Some of this can be incorporated into Maths Meetings. Consider what manipulatives pupils have access to at home - pasta, bottle tops, straws, etc. could be used and draw their own part-whole models if doing remotely.
Unit 8: Numbers to 50 (2 weeks)	<ul style="list-style-type: none"> 2-digit numbers – represent, sequence, explore, compare. Count in 2s, 5s and 10s Describe and complete number patterns 	<ul style="list-style-type: none"> This unit could be delivered remotely although it's important to consider how parents can support understanding using manipulatives such as bundled straws, pencils or lollipop sticks. Consider what questions or activities could be set to prompt pupils to identify and discuss patterns within number, for example, numbers increasing in twos could be seen on doors of houses if pupils live in a built-up area.
Unit 9: Addition and subtraction within 20 (2 weeks)	<ul style="list-style-type: none"> Illustrate, explain and link addition and subtraction with equations Apply 'Make Ten' strategy Use language to quantify and compare difference 	<ul style="list-style-type: none"> The 'Make Ten' strategy, is a particularly challenging strategy to teach and for pupils to grasp. For this reason it may be better suited to face-to-face teaching. This unit, therefore, could be swapped with Unit 14: Money. If making this swap, ensure that this unit is taught before Unit 13: Addition and subtraction as the unit uses 2-digit numbers beyond 20. If completing this unit remotely, pupils could use discrete objects such as pasta, bottle tops, Lego, etc. and draw their own ten frames if completing this remotely.
Unit 10: Fractions (1 week)	<ul style="list-style-type: none"> Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity 	<ul style="list-style-type: none"> Lots of informal opportunities for exploring fractions at home to draw upon so could be suited for remote learning. When cutting or splitting continuous objects such as fruit, cake, etc. the parts will always be approximately half / quarter rather than exactly as it cannot be guaranteed all parts will be equal.
Unit 11: Measures: Length and mass (2 weeks)	<ul style="list-style-type: none"> Compare and measure lengths and mass using cm and kg Doubling and halving 	<ul style="list-style-type: none"> This unit is best when practical ideally, with pupils physically reading scales and making connections by getting a feel for objects and their mass or / and length. Lessons 6 – 10 use balance scales and so teacher input may need to be more structured, as it would be beneficial for pupils to compare one item at a time with the teacher's item on balance scales Activities could be revisited and/or completed during Maths Meetings.

Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- build up a knowledge of frogs through a variety of research methods
- use research to write an information page about frogs
- explore the differences between characters in a story
- empathise with characters through writing though bubbles
- write a letter from one character to another
- sequence the events of a story

Title focus: *Oi Frog!*

Resources provided:

- Teaching slide – Question words prompt
- Enlarged copy of the endpapers of the book *Oi Frog!*
- Video clip <https://www.youtube.com/watch?v=S82JsUiMdZo>
- Teaching slide and pupil resource – Research Q&A sheet
- Teaching slide – Question mark activity
- Teaching slide and pupil resource – Information page writing templates (also to be presented and used as worksheets)
- Pupil resource – Photographs/pictures of frogs for the children to cut out and stick to their non-fiction pages
- Teaching slide – Success Criteria for writing an information page/non-chronological report
- Teaching slide – Questions from pages 1-8 of the book
- Teaching slide – Illustration of the cat and frog from page 3
- Video clip <https://vimeo.com/85242028>
- Pupil resource – Illustrations from pages 1-8, with blank thought bubbles to be filled in
- Teaching slide and pupil resource – Letter from the animals asking what they can sit on
- Teaching slide – Success Criteria for writing a letter.
- Teaching slide – Alphabetical order starter activity
- Pupil resource – Sequence the images from the story

Week 2

Objectives and outcomes summary:

This week the children will:

- develop a deeper understanding of characters in the story and why they might behave in a certain way
- explore the purpose of rules
- focus on the use of adjectives and collate a list of adjectives for use in their own writing
- write a letter of complaint
- identify and explore rhyming words

Title focus: *Oi Frog!, Oi Dog!, Oi Cat! and Oi Duck-Billed Platypus!*

Resources provided:

- Teaching slide – Question and answer prompts
- Teaching slide – Starter activity
- Teaching slide – Starter activity
- Teaching slide – Success Criteria for writing a letter of complaint
- Teaching slide – Rhyming pair words
- Pupil resource – Pages 7-8 of *Oi Duck-Billed Platypus!* for labelling

Week 3

Objectives and outcomes summary:

This week the children will:

- plan and write a short rhyming story of their own
- celebrate the success of their own writing

Title focus: *Oi Frog!, Oi Dog!, Oi Cat! and Oi Duck-Billed Platypus!*

Resources provided:

- Teaching slide and pupil resource – Planning template for children's own stories
- Teaching slide – Rhyming Riddles
- Teaching slide – Success Criteria for writing a rhyming story



Useful Web Links

[BBC Bitesize—What is a rainforest habitat?](#)

[BBc Bitesize—Green Plants and Animals in the rainforest.](#)

[Youtube clip—The Amazon Rainforest](#)

[Youtube clip—explore the rainforest—for kids](#)

[Youtube clip—rainforest - showing animals](#)