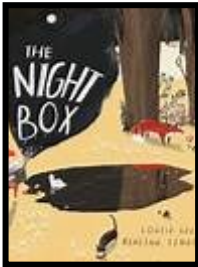


Y1 Spring Term 1 Curriculum Map (6weeks)



Our focus book this term is:

The Night Box

A story about the magical nature of night time...Max has a key and a box of midnight blue. When he turns the key in the lock - WHOOSH! Day slips inside as Night sweeps out. Darkness tumbles into the air. It dances and whirls around the room. It goes under the bed, under the chair - everywhere!

Literacy

Children will :

Learn to use descriptive words (adjectives) to describe the night.

Write a simple poem about the night.

Learn to make predictions about what might happen next in a story.

Science – Seasonal Changes; Winter and Animals Including Humans

Key Knowledge and **Skills** to learn:

To **observe** and describe weather associated with the seasons. To know that the night sky comes earlier in the winter months.

To **identify** the name of common animals and explain how some animals adapt to winter.

To describe and **compare** the structure of different animals, including birds, amphibians, reptiles, birds and mammals.

To **identify**, name and **sort** animals that are herbivores, carnivores and omnivores.

To name and **label** parts of the human body.

To name the five senses and **perform simple tests** to find out more about them.

STEM Activity: Animal Adventure

Geography – Our Local Area

Key Knowledge and **Skills** to learn:

To know the names of the 4 countries that make up the UK **and locate these on a map.**

To identify seasonal and daily weather patterns of the UK.

To learn about our local area and **use a map to locate features of our local area.**

To go on a fieldtrip to make observations of our local area.

To name the types of jobs people do in our local area and know the different types of places they work in.



RE—Judaism—What is it like to live as a Jew?

Why are these objects special?

What is it like to live as a Jew?

What is the Torah and how is it used in the Jewish faith?

Computing—Using and Applying

To be able to use a range of basic skills when using a computer, such as logging on and opening up an application.

To be able to type and format text.

To be able to edit text by using *click, drag, highlight* and delete.

To use the paint programme to create a shape picture of an animal.

Core Learning Skills

Improving our own learning and behaviour.

PSHE – Families and Committed Relationships.

To know that there are different types of family.

To be able to describe differences and similarities between families, including our own.

Maths

U6- Time

U7– Exploring Calculation Strategies within 20

U8— Numbers to 50

Guided Reading

Where possible, choose books related to animals, the UK and our local area, night time

Homework

To find out about the different types of houses people live in. Pupils can make their own house.

Other

Children will have a walk around the local area which will support learning in Geography and Science.

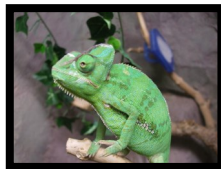
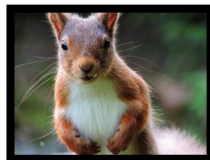
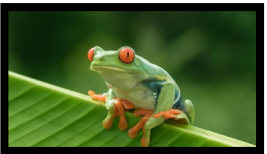
Possible trips: Jewish Synagogue—Bevis Marks in the City near Liverpool Street

Y1 Spring Term 1 Science and Topic Cover Page

Science – Seasonal Changes; Winter and Animals Including Humans

Key Knowledge and Skills to learn:

- 1.To **observe** and describe weather associated with the seasons. To know that the night sky comes earlier in the winter months.
- 2.To identify the name of common animals and explain how some animals adapt to winter.
- 3.To describe and **compare** the structure of different animals, including birds, amphibians, reptiles, birds and mammals.
- 4.To **identify**, name and **sort** animals that are herbivores, carnivores and omnivores.
- 5.To name and **label** parts of the human body.
- 6.To name the five senses and **perform simple tests** to find out more about them.



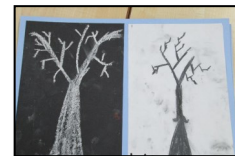
Geography – Our Local Area

Key Knowledge and Skills to learn:

- 1.To know the names of the 4 countries that make up the UK and **locate these on a map. To identify seasonal and daily weather patterns of the UK.**
- 2.To learn about our local area and **use a map to locate features of our local area.**
- 3.To go on a fieldtrip to make observations of our local area.
- 4.To name the types of jobs people do in our local area and know the different types of places they work in.
- 5.To think about ways that we could improve our local area.

Art/DT

- 6.To use paint or charcoal to create a winter picture.



Y1 Science—Animals Including Humans (Comparing and Sorting) 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 animals in Reception class?
Let's make a mind-map of everything we remember.

Sticky Knowledge

Some animals hibernate over the cold winter months. This means they go into a deep sleep until the Spring arrives. Some of these animals include; hedgehogs, bears, bees, bats, reptiles (such as snakes) and amphibians (such as frogs).



In the winter there is not as much food for some wild animals. A lot of the leaves and other vegetation has gone. Sleeping over these cold months helps them to save energy and survive.



A human is classed as an animal.



The 5 Senses:

Hearing

Sight

Taste

Smell

Touch

In the winter, some birds will **migrate**.

This means that they will fly to another country where the weather is warmer.

Fun Facts:

The cheetah is the fastest animal on earth and can run as fast as a car on a motorway—which is VERY fast!

Horses and cows sleep while standing up.
Camels can survive up to 6 months without food or water due to the fatty tissues stored in their lumps.

The blue whale can produce the loudest sound of any animal.

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

fish

birds

amphibians

reptiles

mammals

carnivore

herbivore

omnivore

nocturnal

Y1 Geography—Our Local Area Knowledge Mat

Key Vocabulary

The United Kingdom	We live in the United Kingdom. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland.
London	London is the capital city of England.
Hackney	Hackney is a borough in London. Our school is in Hackney.
map	A map is an image of a specific area. It is used to help us get around and find our way.
map symbol	A symbol is a small picture on a map to tell you about something. There are symbols for places such as schools, churches, post offices and pubs.
address	An address locates exactly where someone lives by having house numbers, street and town names and a post code.
urban	A busy locations which has lots of houses and usually shops and offices.
rural	It is a location in the country. It is not usually as busy as an urban place.
direction	Where someone or something is pointing or moving.
fieldwork	Fieldwork is when you use maps to get out and about to get a practical understanding of something.

Learning Link Backs:

Do you remember learning about the different jobs people do around us?
Let's create a mind-map of everything we remember.

Sticky Knowledge

Map Of the United Kingdom



London is the capital city of **England**.

Edinburgh is the capital city of **Scotland**.

Cardiff is the capital city of **Wales**

Belfast is the capital city of **Northern Ireland**.

Other Major English Cities:

Manchester
Birmingham
Newcastle

Attractions of London:

Buckingham Palace

Tower of London

The London Eye

London Bridge

The Houses of Parliament



The 2012 Olympics

The Olympic Games were held in London in 2012.

Queen Elizabeth Olympic Park was built especially for the Olympic Games.

Common Map Symbols



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

The United Kingdom

London

Hackney

map

map symbol

address

urban

rural

direction

RE—Judaism—What is it like to live as a Jew?

1. *Why are these objects special?*
2. *What is it like to live as a Jew?*
3. *What is the Torah and how is it used in the Jewish faith?*
4. *What is the importance of Shabbat in the Jewish faith?*
5. *How do jews worship in the Synagogue?*
6. *How do Jews worship?*

Key Vocabulary

Judaism	Yad
Torah	Rabbi
Shabbat	Menorah
Synagogue	Challah loaf
Kippah	Star of David

PSHE – Families and Committed Relationships.

1. *To know that there are different types of family.*
2. *To be able to describe differences and similarities between families, including our own.*
3. *To know why families are special.*
4. *To explore mindfulness through art, using different materials to create a picture based on the Night Box story.*

Key Vocabulary

Family	Important
Differences	Similarities
Happy	Special
Superhero	Care

Y1 Spring 1—Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spring	Time		Exploring calculation strategies within 20	Numbers to 50		Addition and subtraction within 20	
	<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"> • Model, explain and choose addition and subtraction strategies 	<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"> • Illustrate, explain and link addition and subtraction with equations • Apply 'Make Ten' strategy • Use language to quantify and compare difference 	

The Night Box by Louise Greig and Ashling Lindsay Orion and The Dark by Emma Yarlett

Recommended Year Group: Year 1
Recommended Editions:
The Night Box 9781405283762
Orion and the Dark 9781783700295
Suggested Term: Autumn



Unit overview

This unit of work begins in Week 1 with *The Night Box*, which tells the story of a boy called Max, custodian of a key and a midnight blue box. As day draws to an end and Max gets ready for bed, he has one more job to do before he sleeps. When Max opens the box, with a 'WHOOSH!' Day slips inside and Night sweeps out. This is a beautiful story of the night with both the text and illustrations providing a wonderful foundation for exploring night time and experiences of the dark.

In Weeks 2 and 3 of the unit, the complementary text *Orion and The Dark* builds upon the introductory themes and descriptive language. This story is about a boy who is scared of lots of things, but especially the dark. One night, Dark comes to life and visits Orion, taking him on an adventure and helping him to overcome his fears.

Orion and the Dark was winner of the English Association 4–11 Picture Book Award and nominated for the CILIP Kate Greenaway Medal. *The Night Box* has also been nominated for the CILIP Kate Greenaway Medal and shortlisted for the Waterstones Children's Book Prize, the Teach Primary Book Awards and the Klaus Flugge Prize.

Writing outcomes

- A list poem to describe the contents of a night box
- Writing in the style of Louise Greig to describe night
- Writing in the role as a character
- Making predictions based upon what happens at the beginning and end of a story
- Describing Orion
- Personal narrative about being afraid
- Writing a list of places where dark can be found
- Questions to hot seat a character
- Planning and inventing a new story about overcoming a fear

Essential teaching guidance

- The two picture books selected for this unit of work both contain high quality illustrations. It is recommended that multiple copies of the books are purchased so that pupils can study and enjoy these illustrations. Pupils should be encouraged to browse, read and return to the books on several occasions so that the layers of meaning explored in the course of the unit can be reinforced through personal enjoyment and pleasure for reading.
- This unit of work has been planned over a three-week period. However, teachers should use their professional discretion, based on their knowledge of their cohort, about how long this may take with their class.
- Spoken language lays the foundation for all aspects of the work covered in the unit. Quality time needs to be spent explaining, exploring, discussing and using new vocabulary.
- Explicit modelling is a key component of effective teaching. Skilful practitioners will support modelling using talk or 'think-alouds' to help pupils become aware of the often implicit processes and decisions encountered in reading and writing.

Themes and cross-curricular links

- **Science:** investigate light sources, find out about how eyes work, explore the sense of sight and consider what it's like to be visually impaired, learn about the Sun and other stars and planets within our galaxy, and investigate seasonal patterns
- **History:** find out about space travel and early astronauts
- **Geography:** find out about places in the world that experience long periods of dark and light – what impact does this have on everyday life, and what are the advantages and disadvantages?
- **ICT:** use the Internet to research information about the Sun, Moon, planets and constellations within our galaxy, and visit Emma Yarlett's website to find out more about her work
- **Design Technology:** use a range of tools and materials to design and make shadow puppets for a class show, design and make a night box – what contents would you put into it and how would you decorate it?
- **SMSC:** develop understanding and empathy of other people's feelings, turn taking and working collaboratively
- **Drama:** work in role as a character, hot seat and tell stories orally

Key questions

- What can you see?
- Where is the setting for the story?
- What do you think is going to happen? Why?
- What happens at the beginning/middle/end of the story?
- What is the same? What is different?
- What is the author trying to tell us?
- What does this word mean? Can you think of a different word?
- Can I use this word in a sentence?
- How do you know...?
- Can you explain why...?
- Can you tell me more about...?
- Can I say the sentence I want to write?
- Does my writing make sense?
- How do you punctuate a sentence?
- Can you tell the story to a talk partner?
- What can we do to help spell words?

Related books for wider reading

- *The Dark* by Lemony Snicket and Jon Klassen
- *Goodnight Everyone* by Chris Haughton
- *Owl Babies* by Martin Waddell and Patrick Benson
- *Can't You Sleep, Little Bear* by Martin Waddell and Barbara Fish
- *Peace at Last* by Jill Murphy

Other books by Louise Greig

- *Sweep*
- *A Whisper from Grey*
- *Between Tick and Tock*
- *A Walk Through the Woods*

Other books by Emma Yarlett

- *Dragon Post*
- *Poppy Pickle*
- *Nibbles*
- *Beast Feast*
- *Sidney, Stella, and the Moon*



Useful Web Links

Link to British History Timeline

<http://primaryhomeworkhelp.co.uk/timeline.html>

BBC Bitesize Clip on Senses

<https://www.bbc.co.uk/bitesize/clips/z2fnvcw>